UNIVERSITY OF ICELAND
SCHOOL OF EDUCATION

WERA-IRN Conference 2021

Extended education in thriving communities: Toward a sustainable future

Program of the
3rd WERA-IRN EXTENDED EDUCATION
Virtual Conference

September 23-25, 2021
University of Iceland



Organising Committee:

Kolbrún Þ. Pálsdóttir, PhD, Dean of the School of Education,
University of Iceland

Ruth Jörgensdóttir Rauterberg, PhD, adjunct professor, School of Education,
University of Iceland

Árni Guðmundsson, PhD, adjunct professor, School of Education, University of Iceland

Steingerður Kristjánsdóttir, PhD, adjunct professor, School of Education,
University of Iceland

Katrín Johnson, MA, project manager, Educational Research Institute, School of Education, University of Iceland

Organisers of the WERA-IRN Extended Education Conferences:

Prof. Dr. Marianne Schüpbach, Freie Universität Berlin, Germany, WERA-IRN EXTENDED EDUCATION Chair

Prof. Dr. Gil G. Noam, The PEAR Institute, Harvard University, USA, WERA-IRN EXTENDED EDUCATION Chair

Eva Dietrich, B.Ed, Coordinator of the WERA-IRN Extended Education, Freie Universität Berlin, Germany

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Program Overview

All times are Reykjavík time, which is UTC – (Coordinated Universal Time)

For reference:

London = UTC+1

Stockholm = UTC+2

Berlin = UTC+2

Moscow =UTC+3

New York =UTC-4

Tokyo = UTC+9

Seoul = UTC+9

Sydney = UTC+10

Thursday September 23

8.00 am - 9.30 am	The Journal Meeting – for editors only
9:30 am - 09.50 am	Welcome to the Conference! A few words of welcome from the organizing committee and the WERA IRN Network Coordinators
9.50 am – 10.00 am	Break
10.00 am - 11.00 am	**Keynote Presentation I** Kolbrún Þ. Pálsdóttir, PhD, dean of the School of Education, University of Iceland and Ruth Jörgensdóttir Rauterberg, PhD, adjunct professor, University of Iceland
11.00 am - 11.15 am	Break
11.15 am - 12.45 pm	Parallel Seminars 1
12.45 pm - 1.45 pm	Lunch Break
1.45 pm - 2.45 pm	**Keynote Presentation II** Tomi Killakoski, PhD, Leading senior researcher in the Finnish Youth Research Network and an adjunct professor at the University of Tampere, Finland
2.45 pm - 3.15 pm	Virtual Meet and Greet: Meet Your Conference Partners!

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Friday September 24

8.30 am - 9.00 am	Virtual Meet and Greet: Morning Coffee with your Conference Partners!
9.00 am - 10.00 am	**Keynote Presentation III** Rukmini Banerji, PhD, CEO of Pratham Education Foundation, India
10.00 am - 10.15 am	Break
10.15 am - 11.45 am	Parallel Seminars 2
11.45 am - 12.45 pm	Lunch Break
12.45 pm - 2.15 pm	**Business Meeting of WERA Extended Education IRN**
2.15 pm - 2.30 pm	Break
2.30 pm - 4.00 pm	Parallel Seminars 3
4.00 pm - 5.00 pm	**Keynote Presentation IV** Jan Morrison, founder and CEO of TIES, Teaching Institute for Excellence in STEM, USA

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Saturday September 25

10.15 am - 11.45 am	Parallel Seminars 4
11.45 am - 12.45 pm	Lunch Break
12.45 pm - 2.15 pm	Parallel Seminars 5
2.15 pm - 2.30 pm	Break
2.30 pm - 3.00 pm	Conference Goodbye

Keynote Lectures

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Keynote Lecture I – Thursday, 23 September, 10.00 am - 11.00 am

USING FIRE AND ICE TO CREATE INCLUSIVE AND EXTENDED EDUCATION COMMUNITIES IN ICELAND

-Kolbrún Pálsdóttir, PhD, dean and associate professor, School of Education, University of Iceland
-**Ruth Jörgensdóttir Rauterberg**, PhD, adjunct professor, School of Education, University of Iceland

Abstract:
In this keynote, two extended education researchers from Iceland explore the links between formal and non-formal education and share thoughts on how education can be made more sustainable through extended education, informal learning and inclusive methods. The audience will be invited to participate in a dialogue and address questions such as: Has the COVID-19 pandemic change our conceptions of learning and education? What has been the role of extended education during the pandemic? How can extended education make educational practices more inclusive and sustainable? In what way can and should children be active participants in creating inclusive practices? What is the future we are preparing our children for and what is, or should be, the main goal of education?

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Keynote Lecture II – Thursday, 23 September, 1.45 pm - 2.45 pm

RIVERS AND PONDS OF THE WORLD WORTH LIVING IN

-Tomi Killakoski, PhD, Leading senior researcher in the Finnish Youth Research Network and an adjunct professor at the University of Tampere, Finland

Abstract:
Education has a dual purpose: it’s aim is to contribute to the individual and social development, to make both persons and communities better. The task of education is to enable people to live lives worth living in their current societal condition. In a world of compressed modernity, different spheres of life are becoming more and more integrated forming a fluid and complex social system. Education has to be rethought when ways of communicating, the technological level of society, youth cultures or modes of production change. And they tend to change constantly.

One of the features that needs rethinking is what John Dewey called over hundred year ago “one of the weightiest problems with which the philosophy of education has to cope”, namely “keeping a proper balance between the informal and the formal, the incidental and the intentional, modes of education”. Many important matters today – such as media education, environmental education, peace education or entrepreneurial learning – require a holistic approach. They cannot be limited to one school subject, or to only one learning environment. For the educators the question is on the of recognizing the knowledge the young already have; on the other hand it is a question of being able to critically evaluate if the knowledge is epistemologically or ethically sound.

In the presentation the findings of youth studies are analysed from the perspective of non-formal and formal education using two metaphors. Rivers flow from one place to another, there is a stream of constant movement. Ponds are local and have clear boundaries. There plenty of rivers in the present educational landscape. Youth cultures of the present utilize digital tools with which to connect to different arenas. Mobility is increasingly common in the Western world. Also, global concerns such as environmental crisis transform local contexts. Education has become more complicated. There are more players than before. The field has widened from local to global. The rules are in a state of flux. However, it would be easy to be blinded by changes. Youth studies repeatedly show the importance of peer relations for the young, and while the arena for meeting peers might change from physical environments to seemingly un-bounded virtual sites, peer relations are still one of the key factors in promoting welfare. Despite occasional criticisms, formal education has maintained key positions in the society. The local context is also important for the young. Both rivers and ponds are needed to build socially and ecologically sustainable communities.

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Keynote Lecture III - Friday, 24 September, 9.00 am - 10.00 am

NEW CHALLENGES FOR ELEMENTARY EDUCATION: LOOKING AHEAD AS A COMMUNITY

-Rukmini Banerji, PhD, CEO of Pratham Education Foundation, India

Abstract:
All countries cope with the pandemics and its impact, we need to think about the challenges that we used to face before COVID hit us.

How have previous conditions and new experiences contributed in shaping our thinking and our practice as we look ahead.

In the presentation, I will reflect on what we have learned since last year and how these lessons can help us to rethink some fundamental assumptions that anchor how we educate our children and how we support their learning. Specifically, I will talk about the importance of community approach that connects homes, school and extended education programs.

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Keynote Lecture IV – Friday, 24 September, 4.00 pm - 5.00 pm

STEM Learning Ecosystems Community of Practice (SLECoP): A Sustainable Community Education Model

-Jan Morrison, founder and CEO of TIES, Teaching Institute for Excellence in STEM, USA

Abstract:
A STEM Learning Ecosystem (SLE) is a way to remove barriers to the access of STEM education by designing a sustaining infrastructure. This keynote focuses on the way in which it is possible to bring together an entire community through a comprehensive, integrated initiative that provides the architecture for cross-sector learning by identifying STEM educators in the private and public sectors and link them to in-school and out-of-school initiatives — building STEM-rich learning environments with all partners supporting the effort.

STEM Ecosystems are organized, collaborative networks that include K-12 schools, after-school and summer programs, science centers, museums, colleges and universities, community and youth organizations, and sector partners. Together they work to create accessible and inclusive learning opportunities that help young people become engaged, knowledgeable, and skilled in STEM disciplines as they progress through childhood into adolescence and early adulthood. In this keynote, Jan Morrison, discusses the way in which the STEM Ecoysystem model continuously assess and adapt their program to the specific needs of their communities using, in part, a systems-based measurement tool, Caliper. Through collaborative outreach, the STEM Ecosystem magnifies the collective impact of the stakeholders, who reside both within the formal school system and in the field of extended and informal education.

These designed infrastructures are found throughout 94 municipalities in the USA and in Canada, Mexico, Kenya and now Israel.

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Thursday September 23 – Detailed Program Schedule

8.00 am - 9.30 am	The Journal Meeting – for editors only
9:30 am - 09.50 am	Welcome to the Conference! A few words of welcome from the organizing committee and the WERA IRN Network Coordinators
9.50 am – 10.00 am	Break
10.00 am - 11.00 am	**Keynote Presentation I** Kolbrún Þ. Pálsdóttir, PhD, dean of the School of Education, University of Iceland and Ruth Jörgensdóttir Rauterberg, PhD, adjunct professor, University of Iceland
11.00 am - 11.15 am	Break
11.15 am - 12.45 pm	Parallel Seminars 1
12.45 pm - 1.45 pm	Lunch Break
1.45 pm - 2.45 pm	**Keynote Presentation II** Tomi Killakoski, PhD, Leading senior researcher in the Finnish Youth Research Network and an adjunct professor at the University of Tampere, Finland
2.45 pm - 3.15 pm	Virtual Meet and Greet: Meet Your Conference Partners!

Parallel Seminars 1 and Symposium 1
Thursday 11.15 am - 12.45 pm

Children´s perspectives

Children's Perspective on After-School Programs
-Michelle Jutzi, PhD, lecturer and postdoc, Institute for Research, Development and Evaluation Research Program Governance in Education, Bern University of Teacher Education, Switzerland; **Thomas Wicki**, MSc, research assistant, Institute for Research, Development and Evaluation, Research Program Governance in Education, Bern University of Teacher Education, Switzerland and **Ueli Hostettler**, Prof. Dr. Professor, Institute for Research, Development and Evaluation, Research Program Governance in Education, Bern University of Teacher Education Switzerland

Children's spaces in Swedish school-age educare
-Karin Lager, PhD, postdoc-researcher, University West, Sweden

Children´s agency in extracurricular activities: Response to challenges of fourth industrial revolution
-Mikhail Goshin, PhD, research fellow, National Research University Higher School of Economics, Russia and **Sergey Kosaretsky,** PhD, director of the Pinsky Centre of General and Extracurricular Education Insitute of Education, National Research University Higher School of Economics, Russia

Collaboration and social inequality

Evaluating Participatory action research (PAR) in Australian school age care services
-Kylie Brannelly, CEO, Queensland Children's Activities Network, Australia and **Rarni Rothwell**, Lead Trainer, Queensland Children's Activities Network, Australia

Lesson Study: Strengthen Collaboration Between School and School Age Educare system in Sweden
-Birgitta Lundbäck, PhD student, Linnaeus University, Sweden

Collaboration and inclusive education in Iceland
-Jónína Sæmundsdóttir, PhD, assistant professor, School of Education, University of Iceland

Extracurricular education sector and risks of social inequality in post-Soviet countries
-Ivan Y. Ivanov, analyst, The Pinsky Center of General and Extracurricular Education, HSE University and **Sergey Kosaretsky**, PhD, director of The Pinsky Center, HSE University, Russia

Arts, play and health

Play as interculturality in the compensatory practice of school-age educare
-Eva Kane, PhD, senior lecturer, Child and Youth studies, Stocholm University, Sweden

The positive effect a Playwork way of working has on children, their play, and their internal locus of control during COVID-19
-Angus Gorrie, educational leader, Camp Hill Outside School Hours Care, Australia

Towards enhancing research on adolescent positive mental health
-Ársæll Már Arnarsson, PhD, professor, University of Iceland, Iceland; **Charli Eriksson,** PhD, professor emeritus, Stockholm University, Sweden; **Mogens Trab Damsgaard**, PhD, associate professor, University of Southern Denmark, Denmark; **Petra Löfstedt**, researcher, Department of Public Health, Sweden; **Thomas Potrebny,** PhD candidate, Western Norway University, Norway; **Sakari Suominen,** MD and PhD, professor, Nordic School of Public Health, associate professor, University of Turku, Finland; **Einar Baldvin Thorsteinsson**, PhD, associate professor, University of New England, Australia; **Torbjørn Torsheim**, PhD, professor, University of Bergen, Norway; **Raili Välimaa**, PhD, researcher and lecturer, University of Jyväskylä, Finland and **Pernille Due**, PhD, professor, University of Southern Denmark, Denmark

Quality, values and content in Extended Education

Factors for high quality schools with an extended day structure. A qualitative study of good practice
-Falk Radisch, Prof. Dr., University of Rostock, Germany

Extended education workforce in Switzerland: how personal and structural characteristics influence job demands and resources

-Regula Windlinger

Symposium nr. 1

Professionalism and professionalization in training of all-day school/after-school educators in different countries

Chairs: Marianne Schüpbach and Nanine Lilla

Considerations on Professionalism in the field of Extended Educationin Germany and German-speaking Part of Switzerland
-Dr. Nanine Lilla, Freie Universität Berlin, Germany and **Prof. Dr. Marianne Schüpbach**, Freie Universität Berlin, Germany

Quality and usefulness of education in Leisure Studies
-Jakob F. Þorsteinsson, PhD, adjunct professor, University of Iceland; **Vanda Sigurgeirsdóttir**, PhD, assistant professor, University of Iceland and **Eygló Rúnarsdóttir**, PhD, assistant professor, University of Iceland

Core Competencies in Planning Afterschool Professional Development
-Dr. Daniele Bradshaw, PhD, associate professor, Liberty University School of Education, USA

Professionalism and professional standardsin Australia
-Dr. Jennifer Cartmel, Griffith University, Australia; **Dr. Bruce Hurst**, research fellow, University of Melbourne, Australia and **Kylie Brannelly,** CEO, Queensland Children's Activities Network, Australia

Thursday 1.45 pm - 2.45 pm

Keynote Lecture II

RIVERS AND PONDS OF THE WORLD WORTH LIVING IN

-Tomi Killakoski, PhD, Leading senior researcher in the Finnish Youth Research Network and an adjunct professor at the University of Tampere, Finland

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Friday September 24 – Detailed Program Schedule

8.30 am - 9.00 am	Virtual Meet and Greet: Morning Coffee with your Conference Partners!
9.00 am - 10.00 am	**Keynote Presentation III** Rukmini Banerji, PhD, CEO of Pratham Education Foundation, India
10.00 am - 10.15 am	Break
10.15 am - 11.45 am	Parallel Seminars 2
11.45 am - 12.45 pm	Lunch Break
12.45 pm - 2.15 pm	**Business Meeting of WERA Extended Education IRN**
2.15 pm - 2.30 pm	Break
2.30 pm - 4.00 pm	Parallel Seminars 3
4.00 pm - 5.00 pm	**Keynote Presentation IV** Jan Morrison, founder and CEO of TIES, Teaching Institute for Excellence in STEM, USA

Friday 9.00 am - 10.00 am

Keynote Lecture III

NEW CHALLENGES FOR ELEMENTARY EDUCATION: LOOKING AHEAD AS A COMMUNITY

-Rukmini Banerji, PhD, CEO of Pratham Education Foundation, India

Parallel seminars 2 and Symposiums 2 and 3

Friday 10.15 am - 11.45 am:

Parents and community

Murri Trail: Community partnership
-Pam Kildey, managing coordinator, the Kuluin School, Australia; **Josh Adcock**, assistant coordinator, and **Jennifer Cartmel,** PhD, senior lecturer, Child Youth and Family Studies, Griffith University, Australia

Working towards an equivalent school age edu care in Västerås – a developement program within the municipality
-Magnus Petterson, school developer, Muncipality of Västerås, Sweden and **Anna Östman,** PhD student, school developer, Mälardalen University, Municipality of Västerås, Sweden

Extended education and immigrant students

Missing out? Constraints and participation of immigrant youth in structured leisure activities in Iceland
-Eygló Rúnarsdóttir, MA, adjunct, University of Iceland and **Eyrún María Rúnarsdóttir**, PhD, assistant professor, University of Iceland

The more, the better? Diversity of offres in all-day schools and their relationship with immigrant students´ school achievement
-Nanine Lilla, PhD, researcher, Freie Universität Berlin, Germany and **Marianne Schüpbach,** Prof. Dr, Freie Universität Berlin, Germany

Social inclusion

Tackling place-based disadvantage through individual empowerment: the approach of Berryhill's cradle-to-career school design
-Kirstin Kerr, PhD, senior lecturer, University of Manchester, UK and **Victoria Hirst**, ESRC CASE Studentship PhD researcher Manchester University, UK

Participation in organized leisure activities – A matter of social background?
-Karen Hemming, PhD, senior researcher, German Youth Institute, Germany

NABO – Social inclusion and belonging: Younug people in the Nordic countries
-Ellen Dröfn Gunnarsdóttir, PhD, methodologist, University of Iceland and **Gestur Guðmundsson**, PhD, professor, University of Iceland

The role of social work in the process of provision of inclusive education
-Mariam Mazmanyan, researcher, Bern University of Applied Sciences, Switzerland **and Emanuela Chiapparini,** PhD, professor, Bern University of Applied Sciences, Switzerland

Symposium nr. 2

Professionalising the Extended Education sector

Chair: Dr. Eva Kane, director of studies, section for Child and Youth Studies, School-age Educare. Stockholm University
Discussant: Dr. Jennifer Cartmel, senior lecturer, Child Youth and Family Studies, School of Human Services and Social Work Griffith University, Australia

RUSSIA: Professional Standards for the Extended Education Teachers: Russian Case
-Roza A. Valeeva, D.Sc., prof. Kazan Federal University, Russia and **Ramilya Sh.Kasimova,** Dr. associate professor, Kazan Federal University, Russia

ICELAND: *Policy and Practice: The school age-educare workforce in Iceland and the implementation of a new quality framework*
-Kolbrún Pálsdóttir, PhD, dean and associate professor, School of Education, University of Iceland and **Steingerður Kristjánsdóttir**, PhD, adjunct professor, School of Education, University of Iceland

SWEDEN: *Professional learning in educare*
-Lena Glaés-Coutts, PhD, assistant professor, Institutionen för didaktik och lärares praktik, Linnéuniversitetet, Sweden

Symposium nr. 3

Children's voices and perspectives in research in the field of Extended Education

Chairs: Helene Elvstrand and Bruce Hurst

Honouring children's right to a voice and the right to play in research: Contesting and constructing the boundaries of research and play in Australian extended education settings
-**Bruce Hurst**, PhD, research fellow, University of Melbourne, Australia

Participatory research with children on the their well-being in all-day schools
-Patricia Schuler, PhD, Professor, Zurich University of Teacher Education, Switzerland

Children's perspectives on teachers' work: Children's map drawing as a basis for conversation with children
-Lina Lago, PhD, senior lecturer, Linköping University, Sweden and and **Helene Elvstrand**, PhD, senior lecturer, Linköping University, Sweden

What it means to be a participant: Children's views about participatory research in extended education settings
-**Helene Elvstrand**, PhD, senior lecturer, Linköping University, Sweden; **Lina Lago**, PhD, senior lecturer, Linköping University; **Bruce Hurst**, PhD, research fellow, University of Melbourne, Australia and **Patricia Schuler**, PhD, Professor, Zurich University of Teacher Education, Switzerland

Parallel seminars 3 and Symposium 4

Friday 2.30 pm - 4.00 pm

Extended Education and COVID-19

Adapting Culminating Events for Right Now: Insights from and for Creative Youth Development Programs on Meeting the Needs of Young People During the COVID-19 Pandemic
-Denise Montgomery, founder and principal at Culture Thrive, USA

Comparison of afterschool activities and time use pattern of students before the school closure and during the lock down caused by the COVID 19 pandemic in Korea
-Sang Hoon Bae, Prof. Dr, Sungkyunkwan University/Education and Future Institute, Republic of Korea; **Sungbum Cho**, PhD, assistant professor, Semyung University, Republic of Korea; **Hyeonseok Jung,** doctoral student, Sungkyunkwan University/Education and Future Institute, Republic of Korea; **Hyewon Jin,** graduate student, Sungkyunkwan University/Education and Future Institute, Republic of Korea; **Daseul Park**, undergraduate student, Sungkyunkwan University/Education and Future Institute; Republic of Korea; **Jihye Jeon,** undergraduate student, Sungkyunkwan University/Education and Future Institute, Republic of Korea

Policy and school age educare

Extended Education in Elementary School Districts in Japan
-Kuniko Kaya, PhD student, Chuo University, Japan

Philosophical health and conceptions of philosophy – a study at a School-Age Educare centre in Sweden
-Liza Haglund, PhD, senior lecturer, Södertörn University, Sweden

Fostering a Global Perspective through an Extra-Curricular Activity: Model United Nations
-Özge Kortel, graduate student, Yıldız Technical University, Turkey and **Bünyamin Bavlı**, assistant professor, Yıldız Technical University, Turkey

Curriculum and school age educare

Development of a Program to Foster Socio-Emotional Competences: An Intervention Study
-Heike Moyano Schmitt, research assistant, Freie Universität Berlin, Germany; **Marianne Schüpbach,** Prof. Dr, Freie Universität Berlin, Germany; **Anna-Maria Seemann**, co-chair and course coordinator, Akademie für Ganztagsschulpädagogik, Germany; **Heike Maria Schütz**, co-chair and main coordinator, Akademie für Ganztagsschulpädagogik, Germany

The enactment of the new curriculum for Swedish school-age educare
-Maria Norqvist, PhD student, Umeå University, Sweden

Spotting "mathematics" in Swedish school-age educare
-Anna Wallin, PhD student, Stockholm University, Sweden; **Paola Valero,** Phd, Professor, Stockholm University, Sweden and **Eva Norén**, associate professor, Stockholm University, Sweden

Educare, after-school programs and civically engaged students

Is There an "I" in "We"? - Teacher´s Discursive Formations of the Child in Swedish School Age Educare
-Sanna Hedrén, PhD student, University West, Sweden

Community based, after school, programs as key component of extended education
-Stergiani Georgiadou, PhD candidate, University of Western Macedonia, Greece and **Ioannis Thoidis**, PhD, associate professor, University of Western Macedonia, Greece

A place to grow: Quality in Icelandic leisure centers
-Oddný Sturludóttir, adjunct lecturer, University of Iceland, editor of an afterschool program guide, Iceland

Children's perspectives on premises and material resources in Swedish School-Age Educare Centres
-**Christina Grewell**, PhD student, Mid Sweden University, Sweden

Symposium nr. 4

Let our dreams come true – formal and informal learning, play and creativity in Reykjavík's Educational spaces

Chair: Fríða Bjarney Jónsdóttir

Developing and implementing the Educational policy – Let our dreams come true
-Fríða Bjarney Jónsdóttir, director of the Reykjavík Centre for Educational Innovation, Iceland

Prevention project with a holistic community approach, aimed to improve sleep, reduce vaping and use of energy drinks among children and adolescent
-Haraldur Sigurðsson, director of Kringlumýri, a recreation-centre, Iceland

"Leisure literacy"
-Fatou Ndure Baboudóttir, PhD student, University of Iceland and **Tinna Björk Helgadóttir**, director of a children´s leisure center, Iceland

Children and youth as active participants in shaping their own culture
-Harpa Rut Hilmarsdóttir, project manager of children's culture at the Centre for Innovation in Education, Reykjavík, Iceland

Friday 4.00 pm – 5.00 pm:

Keynote Lecture IV

STEM Learning Ecosystems Community of Practice (SLECoP): A Sustainable Community Education Model

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-Jan Morrison, founder and CEO of TIES, Teaching Institute for Excellence in STEM, USA

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Saturday September 25 – Detailed Program Schedule

10.15 am - 11.45 am	Parallel Seminars 4
11.45 am - 12.45 pm	Lunch Break
12.45 pm - 2.15 pm	Parallel Seminars 5
2.15 pm - 2.30 pm	Break
2.30 pm - 3.00 pm	Conference Goodbye

Parallel seminars 4

Saturday 10.15 am – 11.45 am:

Sports and physical education

Physical Education and Sports Activities in Extended Education
-Patricia Schuler Braunschweig, Phd, professor, Zurich University of Teacher Education, Switzerland; **Ilaria Ferrari Ehrensberger**, PhD, professor, Zurich University of Teacher Education, Switzerland and **Kathrin Bretz**, research assistant, Zurich University of Teacher Education, Switzerland

Games, physical activities, and outdoor excursions as powerful knowledge in Swedish school-age educare
-Birgitta Ljung Egeland, PhD, senior lecturer, Karlstad University, Sweden; **Peter Carlman,** PhD, senior lecturer, Univeristy of Karlstad, Sweden and **Maria Hjalmarsson,** PhD, professor, Karlstad University, Sweden

A comparative study of sports-programs for the acculturation of refugee youth
-**Peter Carlman**, PhD, senior lecturer, Univeristy of Karlstad, Sweden and **Lucas Silvestre Capalbo**, PhD student, Michigan State University, USA

Sustainability

Education for sustainable development in Swedish School-Age Educare – teachers' views on constraints and possibilities

-Annika Manni, PhD, associate professor, Umeå University, Sweden and **Eva Knekta**, PhD, associate professor, Umeå University, Sweden

Sustainability through Multi-professional Cooperation in All-Day Schools from the Perspective of Social workers and Teachers: A Qualitative Study on All-D ay Schools in Zurich, Switzerland
-Andrea Scholian, MA, research associate, Zurich University of Applied Sciences, Switzerland; **Emanuela Chiapparini,** PhD, professor, Zurich University of Applied Sciences, Switzerland; **Christa Kappler**, PhD, lecturer, Zurich University of Applied Sciences, Switzerland and **Patricia Schuler Braunschweig**, PhD, Professor, Zurich University of Teacher Education, Switzerland

Policy, homework and academic writing

Homework arrangement in the context of extended education in Greece
-Papazoglou Magdalini, PhD candidate, University of Thessaly, Greece; **Chaniotakis Nikolaos**, PhD, associate professor, University of Thessaly, Greece and **Thoidis Ioannis**. Phd, associate professor, University of Western Macedonia, Greece

Teachers enacting shifting policy in Swedish school-age educare
-Karin Lager, PhD, postdoc-researcher, University West, Sweden and **Jan Gustafsson-Nyckel,** PhD, professor, University West, Sweden

The Soft Realities of Hard Policies: A Systems Study of Continuous Quality Improvement in Publicly Funded Afterschool Programs
-Patrik Lundh, Ph.D, senior education researcher, SRI Education, USA**, Carrie D. Allen**, Ph.D, assistant professor, University of North Texas, USA; **Bowyee Gong,** research analyst, SRI Education, USA; **Mindy Hsiao,** research analyst, SRI Education, USA; **Rebecca Johnson**, graduate student researcher, University of North Texas, USA and **Nino Kokiashvili**, graduate student researcher, University of North Texas, USA

Supporting academic writing for extended education teacher students
-Marcia Håkansson Lindqvist, PhD, senior lecturer, Mid Sweden University, Sweden and **Susanna Olsson**, junior lecturer, Mid Sweden University, Sweden

Parallel seminars 5 and Symposium 5
Saturday 12.45 pm - 2.15 pm

Professionalism

Teaching in School age Educare in Sweden–How can School age Educare teachers´ Pedagogical Content Knowledge be described?
-Anneli Hippinen, PhD student, University of Stockholm, Sweden

The professional life of leisure pedagogues at all-day schools in Styria/Austria
-Gerald Tritremmel, University College of Teacher Education, Styria/Austria; **Martin Auferbauer,** University College of Teacher Education, Styria/Austria; **Werner Moriz**, University College of Teacher Education, Styria/Austria; **Markus Neubauer**, University College of Teacher Education, Styria/Austria and **Christian Neuper**, University College of Teacher Education, Styria/Austria

Literacy and learning

Extracurricular learning and support activities in German all-day schools: Multi-perspective analyses with a focus on homework activities and individualised learning time
-Johanna M. Gaiser, MA, research- and project assistant, Giessen University, Germany

Promoting language repertoires of plurilingual students in Iceland: Is collaboration of community heritage language schools and compulsory schools feasible?
-Renata Emilsson Pesková, PhD student, University of Iceland, Iceland

Symposium nr. 5

Extended learning: Valuing equity, access, inclusion, and authentic youth engagement

Chair: Helen Janc Malone

The value of equity and access in out-of-school time
Dr. Femi Vance, Researcher, Youth, Family, And Community Development, American Institutes for Research, USA and **Dr. Suzanne Stolz**, Assistant Professor, Learning and Teaching, University of San Diego, USA

Centering youth Voice toward collective action and social change: Principles, practices, and lessons learned from youth-adult partnerships in out-of-school time (OST) settings
-Dr. Deepa S. Vasudevan, Visiting Lecturer in Education, Wellesley College, USA

Sperling Center for Research and Innovation (SCRI) – In their own words
-Brenda McLaughlin, Chief Impact Officer, BellXcel and Managing Partner, SCRI Sperling Center for Research and Innovation, USA and **Bryan Hall**, Senior Director, Research & Evaluation, SCRI, USA

Engaging extended education stakeholders in measurement
-Christina Russell, Senior Managing Director, Policy Studies Associates; Corey Newhouse, Founder and Principal, Public Profit, USA

ABSTRACTS

Parallel Seminars 1 – Thursday 11.15 am - 12.45 pm

Children´s perspectives

Children's Perspective on After-School Programs

-Michelle Jutzi, PhD, lecturer and postdoc, Institute for Research, Development and Evaluation Research Program Governance in Education, Bern University of Teacher Education, Switzerland; **Thomas Wicki**, MSc, research assistant, Institute for Research, Development and Evaluation, Research Program Governance in Education, Bern University of Teacher Education, Switzerland and **Ueli Hostettler**, Prof. Dr. Professor, Institute for Research, Development and Evaluation, Research Program Governance in Education, Bern University of Teacher Education Switzerland

Abstract:
After-school settings have diverse functions and benefits. Most importantly, they offer reliable social and time structures for children before and after their school day. Additionally, such after-school programs (ASP) can be designed to be enriching, foster children's cognitive activation and offer diverse opportu-nities for play and exploration (Huang & Deitel, 2011). In this paper we describe a method to capture the perception of children who are participating in such programs. The study focuses on a sample of 4 to 11-year-old children who are enrolled in three ASP in an urban area in Switzerland. We used the method of reflexive photography to stimulate the discussion in the research setting. Children were asked to take pictures of the places they like most. Researchers were most interested to understand if and how chil-dren participate in the design of the ASP. The results show that ASP provide ample possibilities for the promotion of social learning and nurturing of children's autonomy. The children see potential for further development of their autonomous organization of leisure time and responsible personnel should allow for more participation. Further research should explore how insights from children's perspectives mightbe used to design ASP so children can develop skills in the participative and enriching environment of ASP in more sustainable terms.

Children's spaces in Swedish school-age educare

-Karin Lager, PhD, postdoc-researcher, University West, Sweden

Abstract:
The aim with this paper is to investigate children's spaces in Swedish school-age educare settings. The theoretical framework for this project is sociology of childhood focusing children's agency and as participators equal adults in questions that engage and concern them, and social geography investigating children's spaces in everyday life and the identity of the setting. The project is designed as a compressed and multi-sited ethnographical study in twelve different settings. Each setting was followed for one week with field observations, informal conversations and interviews with 174 children in 45 groups and 53 staff in 12 groups. The findings show three types of spaces in school-age educare, Storage space, Activity space and Community space, theses three types are different according to children's agency and to the identity of the setting. The Storage space is characterized of children left to themselves with few affordances from staff. Activity space is characterized of teacher-led activities on a dedicated timeslot each day, focusing activities as sports, creative, play, music and

outdoors in line with curriculum content. The Community space are characterized of children as active actors in constructing content, activities and routines.

Children´s agency in extracurricular activities: Response to challenges of fourth industrial revolution
-Mikhail Goshin, PhD, research fellow, National Research University Higher School of Economics, Russia and **Sergey Kosaretsky,** PhD, director of the Pinsky Centre of General and Extracurricular Education Insitute of Education, National Research University Higher School of Economics, Russia

Abstract:
The article is devoted to the study of the fostering agency, one of the most important components of human capital, in technology-oriented extracurricular activities. Data were obtained from the survey of 200 children and interviews of 30 children attending modern technology-oriented extracurricular activities. The participants of the advanced practices of technology-oriented extracurricular activities demonstrate a high level of autonomy and initiative both in choosing the extracurricular activities, and in the learning process. Most of them are characterized by independence in goal setting, high level of motivation and interest, knowledge, going beyond school education, taking responsibility for their education, discipline, and the absence of fear of difficulties. Factors fostering agency are the child's natural abilities, living conditions, type of settlement, socio-economic background of the family, type of school. Also important the new formats of technology-oriented extracurricular activities, such as competitions, hackathons, project sessions, and the position of a teacher as a tutor (consultant) rather than an authoritarian didactic leader. But the parental support play a decisive role in developing child's ability to take responsibility for their own education, creativity and project oriented thinking. If parents support children, they more often like to create something new and are focused on the result applied in practice. The most favorable parental strategy is the facilitating support for the child, creating an environment favorable to his/her interests, when the child is always given the opportunity to make their own choice.

Collaboration and social justice

Evaluating Participatory action research (PAR) in Australian school age care services
-Kylie Brannelly, CEO, Queensland Children's Activities Network, Australia and **Rarni Rothwell**, Lead Trainer, Queensland Children's Activities Network, Australia

Abstract:
In Australia, school age care educators continue to take an active role in contributing to the evidence base as action researchers. This action research initiative has been facilitated by the National Outside School Hours Services Association (NOSHSA) together with the Queensland Children's Activities Network (QCAN) and includes partnerships with local universities.

Participatory action research (PAR) has a long history in social inquiry involving communities and organisations as an action-oriented, advocacy means of enquiry. The social and community orientation of PAR differs from the individual focus that educators may have in typical action research where the intention is to resolve immediate problems or internal issues. PAR has a strong emphasis on research for social change as a means of liberating, educating and empowering individuals and communities.

Given the national expansion of this project in 2020, the research project seeks to identify the characteristics and criteria that make a project successful through undertaking systematic evaluation of the action research studies.

Lesson Study: Strengthen Collaboration Between School and School Age Educare system in Sweden
-Birgitta Lundbäck, PhD student, Linnaeus University, Sweden

Abstract:
The aim of this study is to contribute with knowledge of how teachers in the Swedish School Age Educare system [Fritidshem] can work to complement the teaching in elementary school. The study further seeks to highlight and contribute with new knowledge in terms of how teachers conduct Lesson Study (LS) in order to enhance children's mathematical learning in two contexts, the elementary school (grade 2-3) and the Fritidshem (during the same grades).

The data is collected with audio recorded conversations between researcher and teachers in two different contexts (ie. the elementary school and the fritidshem) and five open question in a questionnaire to map the students' knowledge in chosen subject.

The teachers found that cooperating with each other between the different contexts was beneficial. They felt that mapping the pupils' knowledge before and after a teaching situation helped them understand how to create a teaching situation that benefits their students' learning. They also see the value of continued collaboration and implementation of the LS method throughout the school's organization.

The originality of this case study stems from the fact that the elementary school and the leisure-time center cooperate through an agreed subject content. Despite their different missions, this cooperation is in accordance with the governing documents.

Collaboration and inclusive education in Iceland
-Jónína Sæmundsdóttir, PhD, assistant professor, School of Education, University of Iceland

Abstract:
The aim of this study is to contribute with knowledge of how teachers in the Swedish School Age Educare system [Fritidshem] can work to complement the teaching in elementary school. The study further seeks to highlight and contribute with new knowledge in terms of how teachers conduct Lesson Study (LS) in order to enhance children's mathematical learning in two contexts, the elementary school (grade 2-3) and the Fritidshem (during the same grades).

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Extracurricular education sector and risks of social inequality in post-Soviet countries
-Ivan Y. Ivanov, analyst, The Pinsky Center of General and Extracurricular Education, HSE University and **Sergey Kosaretsky**, PhD, director of The Pinsky Center, HSE University, Russia

Abstract:
One hundred years ago, the design of the children's extracurricular education as part of the state education system can be considered as one of the most interesting and successful social experiments of the Soviet government. The Soviet model of the extracurricular education remained poorly formalized and centralized and assumed: reducing the social gap, timely response to the challenges of the future. The issue of inequality in children's extracurricular education related to neoliberal transit is the new focused and perspective topic: the results of the analysis of the situation with inequality in the post-Soviet transit environment will be presented considering the original general model of Soviet children's extracurricular education. The main question is the post-Soviet changes in the sector according to the key education indicator – wide access and equality of opportunities.

The preliminary results of the study allow us to draw conclusions about the institutional diversity of models and approaches in independent republics. If the Soviet model tried to ensure equality of access, then national models not only fail to meet this task but do not set it at the level of strategic documents. This to some extent increases the social inequality in the availability of extracurricular education, especially in rural areas. The expansion of stakeholders in the sector, as well as the emergence of new players, on the one hand, allows for a variety of proposals and the agenda, in particular, in the response of national education systems to the challenges of sustainable development, on the other hand, complicates the communication of sector participants and makes a number of vulnerable groups more vulnerable in the conditions of market development and paid services.

Arts, play and health

Play as interculturality in the compensatory practice of school-age educare
-Eva Kane, PhD, senior lecturer, Child and Youth studies, Stocholm University, Sweden

Abstract:
Some school-age educare settings in Sweden have many newly arrived children. The study explores how staff in one setting describe their "integrationsfritids" (integrative school-age educare).

School-age educare staff´s practice is enabled and constrained by the schools' practice architectures: the "cultural-discursive, material-economic and social-political arrangements" with which they are intertwined (Kemmis et al., 2014). Facilitating play is part of school-age educare practice. Play practices intertwined with schools' practice architectures can be called play practice architectures (Kane, 2015).

This paper focusses on how staff talk about their particular play practice architecture.

The material (two focus groups, one interview) has been transcribed, coded and themed. This article focuses on the parts of the material where play is discussed.

The results describe play as a means to increase participation, develop language skills, learn and follow rules. This happens when children play with those that do not share their mother tongue. The staff talk about all children´s need to understand that which is 'traditionally Swedish' but also to learn to live in the 'new' Sweden. The staff´s play practice architecture is enabled primarily by funding from the council that employs language support staff and limited by parents who do not take up the school-age educare place offered.

The conclusion is that staff´s practice is moving towards 'play as interculturality' as it becomes clear to them that the play-culture at school-age educare is something that is continuously renegotiated and not something that only the newly arrived children have to learn to be able to integrate.

The positive effect a Playwork way of working has on children, their play, and their internal locus of control during COVID-19

-Angus Gorrie, educational leader, Camp Hill Outside School Hours Care, Australia

Abstract:
External attributions have a significant cause and effect on children and their play. This phenomenon has been particularly evident during the COVID-19 pandemic with children using this global event as a significant theme in play. This qualitative practitioner paper explores the changing nature of play frames, correlated with the changing level of understanding and thus attribution of understanding of the children. This exploration is discussed using real life observations and recordings on the play themes as they present in play frames and the general fortitude of the children involved. This paper also posits that this evolution of attribution in play, and the development of a strong internal locus of control were supported by a Playwork way of working by the practitioners in the play space. It is suggested that this way of working is ideal for children in regard to supporting their ability to take on potentially anxiety inducing issues and finding positive ways to deal with them.

Towards enhancing research on adolescent positive mental health

-Ársæll Már Arnarsson, PhD, professor, University of Iceland, Iceland; **Charli Eriksson,** PhD, professor emeritus, Stockholm University, Sweden; **Mogens Trab Damsgaard**, PhD, associate professor, University of Southern Denmark, Denmark; **Petra Löfstedt**, researcher, Department of Public Health, Sweden; **Thomas Potrebny,** PhD candidate, Western Norway University, Norway; **Sakari Suominen,** MD and PhD, professor, Nordic School of Public Health, associate professor, University of Turku, Finland; **Einar Baldvin Thorsteinsson**, PhD, associate professor, University of New England, Australia; **Torbjørn Torsheim**, PhD, professor, University of Bergen, Norway; **Raili Välimaa**, PhD, researcher and lecturer, University of Jyväskylä, Finland and **Pernille Due**, PhD, professor, University of Southern Denmark, Denmark

Abstract:
The positive mental health and well-being perspective represents innovative public health research

of first-rank priority in Europe. Good mental health is both a state and a resource for everyday life. Hence, the concept often refers to a subjective feeling (hedonic component) as well as positive functioning (eudaimonic component). Different conceptualisations of mental health-related issues are a background to this paper, which gives a brief overview of three research issues in the Nordic countries. First, the development in the occurrences of adolescent mental health-related indicators such as life satisfaction, health, sleep, and school pressure. Second, review of Nordic methodological studies reporting on different mental health-related measures. Third, the selection of measures of positive mental health employed in the 2017–2018 Health Behaviour among School-aged Children (HBSC) data collection in the Nordic countries. Using the Nordic HBSC data for 2002–2014, it was found that symptom and problem-oriented analyses of mental health can improve our understanding of the challenges adolescents face. However, there is also a need to examine positive aspects of mental health in order to enhance our understanding of different mental health-related dimensions. New measures were included in the 2017–18 HBSC data collection in the Nordic countries, enabling researchers to answer different research questions including analysing factors mediating and moderating positive mental health among school-aged children. Extending the perspective from a symptom- and problem-oriented view to a more positive and asset-based perspective adds additional value to studies of mental health.

Quality, values and content in Extended Education

Factors for high quality schools with an extended day structure. A qualitative study of good practice

-Falk Radisch, Prof. Dr., University of Rostock, Germany

Abstract:

At the beginning of the century only 15 % of german schools had an extended day structure. In 2015 the percentage has grown up to nearly 65 % (KMK, 2008, 2018). But however, connected with that high speed of progress and the main structure of the german school system as a decentral federal system, the conceptual meaning of extended-day-structures at schools is mostly vague. For that, the main goal of the presented study was to identify characteristics of high-quality schools with an extended-day-structure as well as to describe general requirements for working as a high-quality school. The study was conducted as a qualitative study under the “best-practice-approach” by a team around Prof. Tillmann (Berlin), Prof. Klemm (Essen) and Prof. Radisch (Rostock). We interviewed the principals of 10 schools with an extended-day-structure that has been decorated within one of two german school-contests – either the “Deutscher Schulpreis” (Beutel, Höhmann, & Schratz, 2016) or the “Jakob-Muth-Preis” (Bertelsmann-Stiftung, 2016). The Juries has certified, that these schools are working very well. The practical knowledge of these ten price-winning schools were systematically and focussed recorded and summarized by the project to insights about the quality and quality-management of schools with an extended-day-structure. A second scope of the project was to identify directions for the further development of experienced and newly established schools with an extended-day-structure. The study follows a three-steps-plan: At first the school’s principals were interviewed for the essential quality-issues of the extended-day-structure that may have an effect on student’s (successful) learning.

Extended education workforce in Switzerland: how personal and structural characteristics influence job demands and resources

-Regula Windlinger

Abstract:

Extended education services in Switzerland are workplaces of teachers and other educational staff. These workplaces are very diverse in terms of their structural characteristics (e.g. the extent of services offered, opening hours, employment conditions, infrastructure etc.). Even though we know that staff are very important for the quality of these services, little is known about characteristics of the staff and their working conditions. This contribution focuses on employees and leaders in extended education services in three Swiss cantons and explores how personal and structural characteristics are related to the experienced levels of job demands (such as time pressure or emotional distress) and resources (such as social support or skill variety). Data stems from a stratified sample of leaders and employees in extended education services in three Swiss cantons. 114 leaders and 655 staff from 114 extended education services completed questionnaires which contained established scales to assess personal characteristics, structural characteristics and job demands and resources. Data was analysed with multilevel regression models in Mplus. Results show that the workforce in extended education services is very heterogenous regarding their personal characteristics. Similarly, there is a variety in the characteristics of the services and working conditions. We will give an overview regarding which personal and structural characteristics influence job demands and resources. Overall, analyses show that structural characteristics are more important than personal characteristics in shaping demands and resources. Implications for the further development of these services are discussed.

Symposium nr. 1

Professionalism and professionalization in training of all-day school/after-school educators in different countries

Chairs: Marianne Schüpbach and Nanine Lilla

Symposium abstract:

Extended education or out-of-school time programs, such as afterschool programs in the United States,Ganztagsschulen[all-day schools] in Germany or fritidshem[school-age educare center]in Sweden, have grown steadily in recent years. An increasingnumber of programs are on offer, and more and more children and young people are utilizing them. At the same time there has been a much greater focus on the educational quality of these programs. For programs for school-age children, this has been shown to be the most important structural factor determining quality. Based on the available U.S. findings, it can be supposed that features of educational quality have a direct effect on students' school achievement and on their social-emotional development. Accordingly, there is a growing discourse on professionalization and professionalism of staff working in extended education. The two terms 'professionalization' and 'professionalism' usually accompany each other in scholarly discourses. Professionalization is related to "promoting the material and ideal interests of an occupational group" (Goodson, 2000, p. 182), so it includes "the attempt to gain the characteristics associated with professions" (Whitty, 2000, p. 282), whereas professionalism is more about the qualifications, capacities, and competence that are required for successful practice within a profession (Englund, 1996). The two aspects are relevant in the current discourse on extended education. In this symposium we will focus on the discussion onprofessionalizationandprofessionalismand the developments on professionalization and professionalism in training and/or development of teacher and educational staffin this field in different countries.

Considerations on Professionalism in the field of Extended Educationin Germany and German-speaking Part of Switzerland

-Dr. Nanine Lilla, Freie Universität Berlin, Germany and **Prof. Dr. Marianne Schüpbach**, Freie Universität Berlin, Germany

Abstract:

In the course of providing extended education,two changes have emerged in the all-day school contextin Germany and German-speaking Switzerland, whereregular teaching hours (classes) and afternoon activities are supposed to form an educational and organizational whole, or entity. First, due to the temporal expansion of the school day and the offering of extended education activities and programs, teachers are confronted with situations outside the traditional setting of the classroom,and they face tasks that extendtheir former focus on teaching, by beingmore generally educational supporting child development.Hence, the demands regarding teachers' educational skills are increasing. Second, in responseto the increasing complexity of responsibilities and educational tasks, schools providing extended education activities and programs, such as the all-day school in the German-speaking part of Europe, areintegratingother (educational) staff with occupations other than teaching into working at all-day schools. Thus, teachers are increasingly expected to engage in multiprofessional collaboration (Böhm-Kasper et al., 2016).In this paper, we focus on the recently initiated debate on professionalism in the schools and in extended education. We clarify concepts of professionalism and present the concept of professionalism known as Entwicklung von Professionalität im internationalen Kontext(EPIK;in English:development of professionalism inan international context).In the concluding section, we outlineprofessional development, the possibilities of development ofprofessionalism of the occupation as a whole (professionalization), individual development of professionalism, and the emergenceof a professional identity.

Quality and usefulness of education in Leisure Studies

-Jakob F. Þorsteinsson, PhD, adjunct professor, University of Iceland; **Vanda Sigurgeirsdóttir**, PhD, assistant professor, University of Iceland and **Eygló Rúnarsdóttir**, PhD, assistant professor, University of Iceland

Abstract:

The paper is based on a study conducted in the spring2020 among graduates of the BA program in Leisure Studies at the University of Iceland. The program started in 2001 with the first students graduating in 2005. Earlier we have done research on the cohort 2005 to 2012 and now we want to study the cohort 2013-2019. The aim of the study is to obtain the perspectives of the graduated students regarding the program and how it has benefited them in employment and in further education. The aim is also to discuss the background and development of the program. There are three main research questions: What are the graduates' attitudes towards the Leisure Studies program? How has the program been useful in life and work? How does the program serve as preparation for further study? Data is gathered with a questionnaire in which the participants responded to questions and statements. The main findings from our former research on the cohort 2005 to 2012 are that students are generally pleased with the program in Leisure Studies, it is useful in their work and in continuing education and it has strengthened them personally and theoretically. It is a good preparation for the various activities in the field of leisure, did increase confidence, as well as training in literature and the ability to express themselves orally and in writing. The program

has also been shown to be strong when looking at aspects related to values, social responsibility, moral judgment and sustainability.

Core Competencies in Planning Afterschool Professional Development

-Dr. Daniele Bradshaw, PhD, associate professor, Liberty University School of Education, USA

Abstract:

Professionalization and professionalism are important considerations for afterschool extended education professional development. Afterschool providers can use core competencies as a foundation for professional development endeavors. Core competencies usage must address the goals, structure, and content of afterschool professional development, in addition toaccounting for site-based planning needs. This symposium examines core competency influence on afterschool professional development in the United States. In the symposium, participants will also discuss perspectives on how professionalization and professionalism affect the use of core competencies in afterschool professional development.

Professionalism and professional standardsin Australia

-Dr. Jennifer Cartmel, Griffith University, Australia; **Dr. Bruce Hurst**, research fellow, University of Melbourne, Australia and **Kylie Brannelly,** CEO, Queensland Children's Activities Network, Australia

Abstract:

In Australia, School Age Care Services have a workforce that has been an eclectic mixture of disciplines and sometimes linked inappropriately to the workforce for very young children.Queensland Children's Activities Network (QCAN), a peak advocacy body for school age care services in Australia has developed a set of Professional Standards for educators. The Standards reflect and build on national and international evidence that an educator's effectiveness has a powerful impact on children's wellbeing and development(Cartmel & Brannelly, 2016; Melhuish, E., Sammons, P., Siraj-Blatchford, I., & Taggart, B., 2009). The professional standards for educators are intended to guide professional learning, practiceand engagement and facilitate the improvement of educator quality and contributes positively to the public standing of the profession. QCAN have conducted a professional development program to support the implementationof the Standards. As part of this implementation there is a research program that is providing rich insights into participants' reactions to the Professional Standards, how they interpret them, implement them in their services, and the organisational factors that influence this work.This presentation reports on the findings from interviews with educators to examine the use of the professional standards in services. The research has been framed by a five level model of evaluation (Guskey, 2016) to provide a systematic evaluation of the learning associated with the professional standards for the school age care workforce. The findings are diverse and sometimes contradictory, and provide insights into how educators think about professionalism and professional standards in the context of extended education.

Parallel seminars 2 – Friday 10.15 am - 11.45 am:

Parents and community

Murri Trail: Community partnership

-Pam Kildey, managing coordinator, the Kuluin School, Australia; **Josh Adcock**, assistant coordinator, and **Jennifer Cartmel,** PhD, senior lecturer, Child Youth and Family Studies, Griffith University, Australia

Abstract:
The Murri Trail is an important community initiative at Kuluin State School OSHC to learn from the past to inform the future. Children at the school age care program are able to play in the same landscape as children who lived in the many many years ago.

In Australia, School Age Care services use My Time Our Place Framework for School Age Care in Australia which supports Goal 2 of the Melbourne Declaration on Education Goals for Young Australians which has now been revised and states that education should enable all young Australians to become confident and creative individuals, successful learners, and active and informed community members. Further in this revision of goals referred to as the Alice Springs (Mparntwe) Education Declaration Australian Governments renewed their commitment to celebrating and learning from Aboriginal and Torres Strait Islander cultures, knowledge and histories and ensuring that Aboriginal and Torres Strait Islander peoples are supported to imagine, discover and unlock their potential. This commitment recognises the more than 60,000 years of continual connection by Aboriginal and Torres Strait Islander peoples as a key part of the nation's history, present and future. Through education including school age care services there is a commitment to ensuring that all young Australians learn about the diversity of Aboriginal and Torres Strait Islander cultures. Welcoming and valuing the local, regional and national cultural knowledge and the experiences of Aboriginal and Torres Strait Islander peoples will help the school age care community to build authentic partnerships with local communities and teach young Australians the value of our nation's rich history. More importantly, it fosters a culturally supportive learning environment where all young Australians can thrive educationally and in all facets of life.

Working towards an equivalent school age edu care in Västerås – a developement program within the municipality

-Magnus Petterson, school developer, Muncipality of Västerås, Sweden and **Anna Östman,** PhD student, school developer, Mälardalen University, Municipality of Västerås, Sweden

Abstract:
In 2016 school age edu care got their own chapter in the Swedish curriculum and this means that the work within the extended education has their own goals. In the municipality of Västerås a development program started at the same time with the aim to support an equal school age edu care between all schools. In Västerås 87% of the students in the age of 6-9 attend to the school age edu care. This paper will present the ongoing development program.

The aim of the development program is to establish an equivalent school age edu care and to understand how the systematic quality work can be used to improve the activities. The main question is how a municipality in the size of Västerås can establish common and known goals for all

teachers working within the schools to make an equivalent school age edu care which support students in developing their knowledge in school.

The preliminary results show us that a long-term work is crucial as well as cooperation between teachers, principals, developers, administration and politicians.

Extended education and immigrant students

Missing out? Constraints and participation of immigrant youth in structured leisure activities in Iceland

-Eygló Rúnarsdóttir, MA, adjunct, University of Iceland and **Eyrún María Rúnarsdóttir**, PhD, assistant professor, University of Iceland

Abstract:
Structured leisure activities seem to be an educational platform for youth due to their inner motivation for participating in activities of their own interest. Offering both peer support and professional support, participation in various activities seem to enhance educational opportunities for disengaged and marginalised youth. Some studies however find lower prevalence of participation in structured leisure and sports activities among immigrant youth as when compared to native youth. The aim of this study was to map participation in youth clubs, structured sports, art classes, and youth organizations among immigrant and native youth in Iceland and to explore the constraints the young people report regarding such participation. Data from the international research network Health Behaviour in School-Aged Children (HBSC) was used. Data collection took place in Iceland in 2017-2018 when 7160 adolescents, 54% of the population of 12, 14 and 16-year-old, answered a standardized questionnaire. Findings indicate that youth of a foreign origin were less likely to attend youth clubs and organized group sports than native youth. Findings also suggest that health, lack of time, and lack of self-esteem may explain these differences in participation by ethnic origin. Awareness has to be raised regarding immigrant youth participation in structured leisure and sports activities in Iceland and the constraints they face. Missing out on the educational benefit of leisure participation might have greater influence for immigrant youth than their native peers, enhancing the marginalisation of immigrant youth and depriving their possibilities for a positive outcome.

The more, the better? Diversity of offres in all-day schools and their relationship with immigrant students´ school achievement

-Nanine Lilla, PhD, researcher, Freie Universität Berlin, Germany and **Marianne Schüpbach,** Prof. Dr, Freie Universität Berlin, Germany

Abstract:
In Germany, all-day schools are expected to provide extra opportunities for studentsat risk of academic underachievement. One group of students at risk is students from immigrant families: International school achievement studies have repeatedly shown that immigrant students' academic achievement is below the average achievement of theirnative peers. However, findings from extended education research suggestthat attendingall-day schools aloneis not enough(e.g. Schüpbach, Frei, von Allmen, & Nieuwenboom, 2018). The quality of all-day school offerings is considered to play a key role(e.g. Vandell, 2013). Another notionthat isfollowed is the quantity

ofofferings provided in the all-day school context(DIPF, 2019; Schüpbach, Rohrbach-Nussbaum, & Grütter, 2018).In this study, we aim to explore what enables all-day schools to help immigrant studentsto succeed academically. More specifically, we investigate the number and diversity of offers provided in the after-school context and their relationship with immigrant students' school achievement.Descriptive analysis showsthat schools vary in the numberand diversityof offersthat are providedat least once a week. Preliminary resultsindicate that immigrant studentsattending all-day schools neither profit from rich diversity of offersnor suffer from poor diversitywhen regarding their school achievement.Not thediversityof offers seemsto make a difference,butrather the individual offers are decisivefor immigrant students'academic success.

Social inclusion

Tackling place-based disadvantage through individual empowerment: the approach of Berryhill's cradle-to-career school design

-Kirstin Kerr, PhD, senior lecturer, University of Manchester, UK and **Victoria Hirst**, ESRC CASE Studentship PhD researcher Manchester University, UK

Abstract:

This paper considers what an extensive extended school offer might look like for schools serving disadvantaged populations with no clear target neighbourhood. In the UK, the most extensive models of extended education employ cradle-to-career school designs, developing a seamless pipeline of holistic support for children throughout their schooling, with 'wrap-around' services to improve health and wellbeing in family and community contexts. However, school choice policies mean children do not always attend their local schools. This can break or weaken the link between schools and the neighbourhoods in which students live.

We report on findings from an 18-month empirical study of Berryhill School's emerging cradle-to-career design in South-East England, serving a geographically disparate but disadvantaged student population. We draw on Lawson's (2016) definition of 'wicked issues', Bronfenbrenner's (1979) socio-ecological theory and Nixon's (2011) concept of 'slow violence' to consider how educational disadvantage becomes ingrained in particular neighbourhoods and residents' lives over time, and how cradle-to-career designs might mediate this.

The findings reveal that Berryhill has positioned itself as a cohesive community for its students and families, wherever they live; its overarching aim is to achieve intergenerational parent-led change in individual families. To some extent, it is intervening in place-based dynamics by promoting a unifying sense of school community and some new service infrastructure. This suggests cradle-to-career designs can be developed which are not reliant on close school-neighbourhood alignment, but which nonetheless draw on, and strengthen, area-based assets to enable suitably contextualised and individualised responses to disadvantage.

Participation in organized leisure activities – A matter of social background?

-Karen Hemming, PhD, senior researcher, German Youth Institute, Germany

Abstract:
Organized leisure activities offer educational processes in non-formal settings and play a major role for youth development. Their potential is often underestimated even though not only school-based competencies are positively affected by organized activities. Especially the rapidly changing development during adolescence can benefit. Participation in organized activities can support goal orientation, social competencies, performance at school and vocational orientation. Therewith, it is particularly important for socially deprived youth. However, mostly performance orientied youth and youth from better equipped family backgrounds participate in organized leisure activities.

Based on the forms of capital (Bourdieu), the paper aims at analysing specific effects of social background indicators on the participation in organised leisure activities for youth in lower and middle educational settings in Germany. Therefore, different determinants of organized leisure activities will be examined.

Data derive from a quantitative baseline survey conducted in the final years of school (grade 9/10) with n=1,547 participants. For measuring activity participation retrospectively a calendar instrument was used. Cultural, social, and economic capital were included as social background indicators complemented by migration background, gender, and school performance.

Social backround indicators show significant effects on the determinants of activity participation: cultural capital and school performance play a major role for activity rate and diversity of activities. Continuity is furthermore affected by social and economic capital in the family.

The results illustrate the importance of social background indicators for participation in organized leisure activities. Socially deprived youth miss out on non-formal education opportunities, thus, they are faced with a twofold discrimination.

NABO – Social inclusion and belonging: Younug people in the Nordic countries
-Ellen Dröfn Gunnarsdóttir, PhD, methodologist, University of Iceland and **Gestur Guðmundsson**, PhD, professor, University of Iceland
Abstract:
NABO is a project launched by the Nordic Council of Ministers in 2018 in Sweden. The project is for three years and is a Nordic co-operation project aimed at examining youth´s social engagement in the Nordic region and their experiences belonging to the community where they live. The aim of the study is to gain deeper knowledge and understanding of young people's experience of their social and political status and to promote societal change in order to increase their societal engagement. In Iceland, 6 review group interviews were conducted with a total of 37 young people both in the capital area and other regions. What remains stands out for young people in Iceland is that they often have strong opinions about what can be better and they want to make an impact, but feel their voices are not allowed to be heard. They have both experienced belonging and being excluded in society, some have met prejudice because of their young age, sex or origin, and many experience that their independence can be limited by financial and social status. They want to make an impact, but lack the resources and tools to do so and therefore want increased opportunities for political engagement.

The role of social work in the process of provision of inclusive education
-Mariam Mazmanyan, researcher, Bern University of Applied Sciences, Switzerland **and Emanuela Chiapparini,** PhD, professor, Bern University of Applied Sciences, Switzerland

Abstract:
The inclusive education reform has been the subject of widespread public debate both in Armenia and in the Canton Bern. According to the policy of the Government of Armenia, by 2025 all Armenian mainstream schools will provide inclusive education. The country goes through the transition from a dual system (special schools and general schools) of education to the notion of inclusive education, where certain supporting factors are in place for children with disabilities to study with peers without special educational needs. One of the widely recognized supporting factors is the presence of a social worker in the multidisciplinary teams of schools. However, in Armenia, there is no requirement by the law to have a social worker in the multidisciplinary team and the importance and potential of social work are not well communicated to the stakeholders.

In the Canton Bern reforms are also aimed at ensuring quality access to basic and advanced education through provision of inclusive education and all-day schooling opportunities.

The cross-country research brings the light on the possible and actual role and functions that social workers have in the inclusive education and long-day schooling settings in Canton Bern and Republic of Armenia. The research paper clarifies the scope of competencies which social workers may exercise as a member of the multidisciplinary team as well as represents the challenges which social workers face while working in the inclusive schools. Based on the research findings the authors make recommendations on how to improve the social work practices in inclusive and all-day schools.

Symposium nr. 2

Professionalising the Extended Education sector

Chair: Dr. Eva Kane, director of studies, section for Child and Youth Studies, School-age Educare. Stockholm University
Discussant: Dr. Jennifer Cartmel, senior lecturer, Child Youth and Family Studies, School of Human Services and Social Work Griffith University, Australia

Symposium abstract:
The workforce in Extended Education share a significant responsibility in supporting children and young people to lead successful and productive lives. Extended Education particularly educare and after school care services have a workforce that has been an eclectic mixture of disciplines and sometimes linked inappropriately to the workforce for very young children.
Internationally extended education has undergone continual transformation in terms of function, approaches and how it is conceptualised by stakeholders including communities and government. The workforce in extended education services has been required to be responsive to these changes. It has been a gradual transformation from having an unqualified workforce to becoming increasingly professionalised. Professional standards can guide professional learning, practice and engagement and facilitate the improvement of workforce quality and contributes positively to the public standing of the profession. They articulate what the workforce is required to know and do.

This symposium is an attempt to showcase a comparative perspective of what constitutes professionalism in a rapidly growing sector. The symposium features presenters from Russia, Iceland and Sweden to share their research.

RUSSIA: Professional Standards for the Extended Education Teachers: Russian Case
-Roza A. Valeeva, D.Sc., prof. Kazan Federal University, Russia and **Ramilya Sh.Kasimova,** Dr. associate professor, Kazan Federal University, Russia

Abstract:
The renewed goals of the Russian education system create new requirements for the quality of teachers and the level of professional teaching in general. It is necessary to develop new professional qualities of additional education teachers with the standard of professional activity in the field of training, education and development.

The Russian "Professional standard of the extended education teacher" had a long way in evolution. The professional standard is structured as a set of generalized labour functions, the implementation of which leads to a common goal. Each of the generalized function integrates the complex of labour functions, the labour function, in turn, is divided into labour actions, skills and knowledge necessary for its implementation. The presented in the Professional Standard description of the extended education teachers' labour functions allows directors of educational institutions streamlining certain aspects of local documentation and staffing in an educational institution. The main goal of the extended education teachers according to the Professional standard is the organization of activities for mastering a complex of knowledge and competencies, creating pedagogical conditions for developing creative potential, satisfying a complex of personal needs for self-realization and strengthening health, organizing meaningful leisure activities, as well as providing accessible means for students to achieve the results of additional program content.

The paper presents the results of a survey of teachers working in the institutions of the extended education in Kazan. The research objective is to study the teachers` opinion about implementing professional standard in their work, career growth and professional development with the help of our special questionnaire.

ICELAND: *Policy and Practice: The school age-educare workforce in Iceland and the implementation of a new quality framework.*

Abstract:
Following new policy and regulations concerning school-age educare in Iceland, a quality framework was introduced in 2017. This paper explores the perspectives and experiences of the professional and non-professional workforce to the policy changes and the implementation process. Data was gathered through an online survey and with focus groups analysis. Expected findings will provide valuable information on the complexities of policy implementations and on the vulnerable and peripheral status of the school-aged educare workforce in the education system.
-Kolbrún Pálsdóttir, PhD, dean and associate professor, School of Education, University of Iceland and **Steingerður Kristjánsdóttir**, PhD, adjunct professor, School of Education, University of Iceland

SWEDEN: *Professional learning in educare*
-Lena Glaés-Coutts, PhD, assistant professor, Institutionen för didaktik och lärares praktik, Linnéuniversitetet, Sweden

Abstract:
When the Swedish National Agency for Education designated a chapter to School- age Educare in the 2011 national curriculum, many teachers cheered as they had long advocated for legitimacy of this section of elementary education. At the same time, the interpretation of a curriculum for students who are not obligated to attend this part of elementary education became a topic of debate for both educator and researchers. How teachers can process and decode curriculum is an important aspect of the enactment of teaching practices in schools in times of curriculum reform. Thus, a need for well-educated staff places an emphasis on sustainable professional learning for teachers at the School-age Educare centers. One type of professional learning that contains elements of both formal and informal professional learning is belonging to a professional network. This research examined how networks, and specifically university based networks, contribute to supporting a sustainable professional learning for teachers in School-age Educare.

The findings revealed that the teachers who participated especially valued being part of a larger community where were able to reflect on their practice with others. Belonging to a network is participating in a form of learning that takes place in a community of practice (Lave& Wegner, 1991). The participants in the network functioned as a group, jointly negotiating and re-negotiated both its purpose and format. Through the practice of experimenting and learning together in the network meetings, they build their professional identities and collectively created meaning that allowed them to connect theory and practice.

Symposium nr. 3

Children's voices and perspectives in research in the field of Extended Education

Chairs: Helene Elvstrand and Bruce Hurst *Honouring children's right to a voice and the right to play in research: Contesting and constructing the boundaries of research and play in Australian extended education settings*
-**Bruce Hurst**, PhD, research fellow, University of Melbourne, Australia

Abstract:
Participatory research methods seek to give greater involvement to marginalized groups like children, who have traditionally found themselves to be the objects of research rather than participants in research (Kellett, 2010). Participatory methods are most commonly conceptualised as a simple transfer of power from adult to child, where adult researchers invite children to take up roles in the conduct of research, most commonly as providers of data (Gallagher, 2008). However, Gallagher (2008) argues that realities are more complex and children do not simply take up the research roles offered to them.

This paper presents an analysis of a recent project conducted in an Australian Outside School Hours Care setting that trialled a method which sought to honour children's rights to a voice, and to play and leisure. The researcher collaborated with 7 child participants in their first year of school seeking to engage them as research designers and analysers (Lundy et al., 2011).

This paper draws on Foucault (1977, 1980) to propose that categories active in participatory research such as researcher, participant, research and play are produced through multiple, powerful acts by

adult and child. As such, these categories are not fixed but fluid, multiple and constantly in flux. This paper provides examples of the unstable, contested nature of categories during participatory research with children. It invites a re-examination of how participatory research is theorised, proposing that a simple rights-based conception is limited in its capacity to capture the exercise of disciplinary power by child and adult.

Participatory research with children on the their well-being in all-day schools
-Patricia Schuler, PhD, Professor, Zurich University of Teacher Education, Switzerland

Abstract:
When children stay at school the entire day, formal and non-formal activities come closer in time and space. The extension of learning time at school is seen as an opportunity to achieve a higher degree of educational equity and as *compatibility* between *work* and *family* life (Schüpbach 2018). Extended education is expected to support learning processes based on the fact that these activities and programs differ from classroom teaching and learning (Stecher & Maschke 2013). Research on the effectiveness of extended education includes other aspects of student development such as non-cognitive outcomes (Radisch 2009).

The over all research question was how children feel at school, during the day, in different activities and programs.
Children (n=123) and teachers (n=12) from one all day school in Switzerland were mobilised through a participatory action research approach and strategies like collective decision making on: with what kind of instruments can children's views about their well being be collected? How can children's well being at school be improved in the future?
The work practices involve joint research and reflection between researchers, children and teachers regarding planning, action and practice (Zuber-Skerritt 2011: 5-6).
Children's suggestions on school improvement touched the topics of the importance of children's participation in school culture, and the extension of the program and activities in extended education. Children conducting the research felt empowered and reframed their knowledge about research "that is not just about elephants and other animals…".

Children's perspectives on teachers' work: Children's map drawing as a basis for conversation with children
-Lina Lago, PhD, senior lecturer, Linköping University, Sweden and and **Helene Elvstrand**, PhD, senior lecturer, Linköping University, Sweden

Abstract:
As part of a project on cooperation between teachers in School-age educare centers (SAECs) and school, we want to make children's perspectives on teachers' work visible. The aim of this study is to investigate what children see as important in teacher cooperation and to develop methods to do this.

Using the theoretical concepts of Sociology of childhood, we want to develop and adapt methods to gain children's perspectives on cooperation between teachers. We argue that their perspectives are

important since the curriculum states that cooperation should be for the good of the children (National agency of education, 2019).
We used a method where children got to draw maps during our conversations. The children worked in groups (3-4 children) and were given the task of drawing a map of their school (where they participated in both SAEC and school). Together, the children had to decide what should be included on the map. Working with children, research ethics is important and we have worked with issues of the power (in)balance between us as adult researchers and the children as well as paying attention to formal research requirements. Both guardians and children have given informed consent to the study.
Preliminary results shows that the children's perspectives on teachers' work in LTC and school can be understood as a tension where the children both make a point of separating LTC and school, at the same time as they take whole day perspective on LTC and school activities.

What it means to be a participant: Children's views about participatory research in extended education settings

-**Helene Elvstrand**, PhD, senior lecturer, Linköping University, Sweden; **Lina Lago**, PhD, senior lecturer, Linköping University; **Bruce Hurst**, PhD, research fellow, University of Melbourne, Australia and **Patricia Schuler**, PhD, Professor, Zurich University of Teacher Education, Switzerland

Abstract:
The first three papers in this symposium presented the views of three adult researchers who led participatory projects in extended education settings in three countries. In this final paper, we hand over to the children who collaborated with us on our research. Instead of inviting their views on a research question, in this paper, we have asked children to express their views about the research process itself.

Each researcher will present some of the views expressed by their co-researchers about their participation in their current projects. The children's views will be presented in a variety of ways including text, drawings and photos. These varied means of expression speak to the differing concepts of childhood that operate in each of our cultures and their capacity to influence the research process.
The children's views speak to many issues including:

- How do children understand the research process?
- Does children's participation in research contribute valuable knowledge and does it justify the impact on children's lives and their out of school time?
- What do children think about their experiences of participating in research?
- Do children even want to be researchers at all?

Whilst we cannot hope to answer any of these questions, we invite attendees to join us in reflecting on the children's views and considering their implications for future projects and the approaches we adopt in our work with children.

Parallel seminars 3 – Friday 2.30 pm - 4.00 pm

Extended Education and COVID-19

Adapting Culminating Events for Right Now: Insights from and for Creative Youth Development Programs on Meeting the Needs of Young People During the COVID-19 Pandemic

-Denise Montgomery, founder and principal at Culture Thrive, USA

Abstract:

Creative Youth Development (CYD) is a holistic approach toengaging young people through the arts and creativity to support them in thriving in all aspects of their lives. Young people consistently rank culminating events --performances, exhibitions, youth summits, screenings of their films --as a powerful motivator and key aspect of their involvement in creative youth development programs. In 2020, CYD organizations in the United States rapidly adaptedto new realities due to the COVID-19 pandemic while trying to maintain connection to and engagement of young people as well as supporting young people's mental health and well-being. This posterfeatures insights from a national qualitative research study that explored how CYD programs adapted culminating events to the largely virtual program environments of 2020. Findings include the topchallenges organizations face, trends in programming and events, and 11 strategies for adapting culminating events during the COVID-19 pandemic. The research methodologyincluded an online survey in combination with in-depth interviews; participation in group discussions among CYD practitioners; and one-on-one conversations with CYD stakeholders. Survey respondents included 126 responses from every region of the United States. Some hopeful news is that while organizations face many challenges, including youth engagement; technology and connectivity; and staff capacity and stress, opportunities have emerged with regard to events during the pandemic. Organizations reported that community members have been more available to attend their events, which has been engaging for young people. CYD programs also reported significant increases in youth leading events during the pandemic and in youth employment opportunities related to culminating events.

Comparison of afterschool activities and time use pattern of students before the school closure and during the lock down caused by the COVID 19 pandemic in Korea

-Sang Hoon Bae, Prof. Dr, Sungkyunkwan University/Education and Future Institute, Republic of Korea; **Sungbum Cho**, PhD, assistant professor, Semyung University, Republic of Korea; **Hyeonseok Jung,** doctoral student, Sungkyunkwan University/Education and Future Institute, Republic of Korea; **Hyewon Jin,** graduate student, Sungkyunkwan University/Education and Future Institute, Republic of Korea; **Daseul Park**, undergraduate student, Sungkyunkwan University/Education and Future Institute; Republic of Korea; **Jihye Jeon,** undergraduate student, Sungkyunkwan University/Education and Future Institute, Republic of Korea

Abstract:

This study aimed to explore what has changed in afterschool activities of students between the normal times before the COVID 19 pandemic and during the school closure. Afterschool activities include club activities, playing with peers, spending times with family members, and playing with electric devices such as mobile phone and personal computers. Samples include 261 primary school students, 281 middle school students, and 396 high school students in South Korea. This study also compared afterschool activities among students from different socio-economic status. Finally, the study examined that differences in afterschool activities among students between higher and lower SES students are related to the level of socio-emotional development. SES background of students

were measured by the level of cultural capital of the family and the level of socio-emotional development was measured by Holistic Student Assessment (HAS) developed by Harvard PEAR institute which. HAS contains items which measure Action Orientation, Perseverance, Relationship with adults, and Optimism. The study employed descriptive statistics and t-test.

Across all school levels, club activities and afterschool program participation were decreased, while times spent for playing with peers were increased. Playing with electric devices such as games and SNS activities was dramatically increased across all school levels. Of note, lower SES students showed greater time use for playing with electric devices, while higher SES students spent more time for spending times with their family members. Time use pattern after school was found to be related to the level of socio-emotional development of students.

Policy and school age educare

Extended Education in Elementary School Districts in Japan

-Kuniko Kaya, PhD student, Chuo University, Japan

Abstract:

There are about 20,000 elementary school districts in Japan, which play important role in the local community not only as a school districts for children but also as an autonomous administrative division. In each elementary school district, various types of extended education in out of school have been conducted by the local government, NPO, “Kominkan”: Community Learning Center, and so on. Extended education is considered to be effective not only for improving children's academic and non-cognitive abilities, but also for promoting multi-generational exchanges and building connections in communities.

This study examines the correlation between efforts of extended education and changes of children's awareness; particularly from the perspective of socialization and civilization. Also, it will show what conditions are supposed to be necessary for extended education to contribute to the development of local communities, based on some cases of elementary school districts in Japan. The aim of this study is to explore the possibilities that extended education will work effectively not only to improve the children’s skills and abilities, but also to contribute to sustainable development of the communities.

Philosophical health and conceptions of philosophy – a study at a School-Age Educare centre in Sweden

-Liza Haglund, PhD, senior lecturer, Södertörn University, Sweden

Abstract:

The aim of this study is to investigate the conceptions of philosophy and philosophical activities held by pupils at a School-Age Educare (SAE) centre, here referred to as Logos. A departure is taken in the notion of philosophical health (Miranda, 2019).

The study relates to research on learning in terms of contextualisation (Halldén, 1999). So as not to reduce learning to the intersubjective discursive practices recognised in socioculturalism (e.g. Lave & Wenger, 1991) nor focus on the individual and psychological aspects recognised in Piagetian constructivism, this study departs from a holistic view of learning that is based on the epistemological stance developed by Davidson (2001) and formulated in his version of the principle of charity (PoC) (cf. Haglund, 2017). The approach is interpretative, also accounting for the idiosyncratic use of language.

The study was undertaken between March 2018 and September 2019. The data consist of four audio-recorded activities that were undertaken with 21 pupils aged 9–11 years old at Logos, as well as audio-recorded formal interviews and informal interviews noted in a logbook. The data have been analysed by departing from PoC when exploring pupils' specific contextualisations. A preliminary result shows that philosophy is contextualised as a subject that aims to train pupils to develop certain skills, such as being observant and listening carefully to others. It is also contextualised as timeless and classical big questions, or paradoxes that have no answers. Children's own questions appears not to be counted as philosophical, by the children themselves.

Fostering a Global Perspective through an Extra-Curricular Activity: Model United Nations

-Özge Kortel, graduate student, Yıldız Technical University, Turkey and **Bünyamin Bavlı**, assistant professor, Yıldız Technical University, Turkey

Abstract:

The present study aimed to examine Model United Nations as an extra-curricular activity and explore personal experiences, critics and suggestions regarding the club activities. In line with this purpose, the research question was specified as the following: What are the experiences and opinions of the learners taking part in Model United Nations Club? The participants of the study consisted of 12 students who took part in Junior Model United Nations Club at a private school in İstanbul. Convenience sampling was employed in selection of participants and single case instrumental design was adopted in the study. Data was collected through a semi-structured interview and conventional content analysis method was employed in data analysis. The study revealed that Model UN promotes learners' cognitive, affective and social development in many ways. It supports the development of reflective thinking, critical thinking and problem solving skills, besides building self-confidence and developing empathy. Furthermore, it motivates learners to express themselves in the target language and learn from one another through scaffolding and peer tutoring. The participants also evaluated the club activities in a critical perspective. They put forward suggestions regarding the number of committees and delegates, club hours, selection of agenda items, and the preparation period.

Curriculum and school age educare

Development of a Program to Foster Socio-Emotional Competences: An Intervention Study

-Heike Moyano Schmitt, research assistant, Freie Universität Berlin, Germany; **Marianne Schüpbach,** Prof. Dr, Freie Universität Berlin, Germany; **Anna-Maria Seemann**, co-chair and course coordinator, Akademie für Ganztagsschulpädagogik, Germany; **Heike Maria Schütz**, co-chair and main coordinator, Akademie für Ganztagsschulpädagogik, Germany

Abstract:

The educational goals of schools and all-day schools in Germany includes also support and strengthening of students' social-emotional competences. This is embedded in curricula and school laws in Germany. As a result of the ongoing expansion of all-day schools, a form of extended education, in Germany both the pedagogical staff and the students spend more time at school. This extended time frame is expected to allow for a better compatibility of career and family, but also to support the students' learning processes and academic achievement. Another goal of all-day schools is fostering the students' social and emotional competences. Organized as extracurricular activities,

extended education, they can focus specifically on supporting these competences. Studies from the US reveal that extracurricular activities are especially effective for students‘ social behavior if they are sequenced, active, focused and explicit (SAFE) (Durlak, Weissberg & Pachen, 2010). This intervention study with a pre, post and follow-up design examines whether a guided, universal and preventive interventional program fosters the socio-emotional competences of students in all-day primary schools in extended education and is accepted by the involved stakeholders. The sample, treatment and control group, comprises N=290 students (Grade 1 to Grade 4) at twelve open all-day primary schools in the school year 2019/2020 in Bavaria, Germany.

The enactment of the new curriculum for Swedish school-age educare

-Maria Norqvist, PhD student, Umeå University, Sweden

Abstract:

Swedish school-age educare (SAE) is a comprehensive practice for children in the ages six to twelve. SAE is governed by the same curriculum as the compulsory school. In 2016, a specific section aimed at SAE was added to the curriculum. The aim of this studyis to explore the process of introducing therevised curriculum for Swedish SAE; to analyse how SAE-staff interpret and re-contextualise the text in their practice, and how interpretation and realization processes relate to and affect each other. The design of the studyis inspired by policy enactment. This paper presents the results of the thematic analysis of interviews from one municipality. Two schools in the municipality were visited and in both schools the headmasters and SAE-staff were interviewed.An additionalinterview was made with the operations manager for all schools in the municipality. The preliminary results of the analysis indicates that the curriculum text for the SAE is welcomed and that it has clarified the missionofSAE. However, there are also difficulties in the process of translating and transforming the curriculum in the SAE settings. For example, the interpretation of the concept teachingis problematic, since the SAE originates from a social pedagogical traditionanddo not useteachingto describe the activities in their practice. Additionally,the SAE-staff expresses that they think that some formulations in the curriculum text puts the SAE in an underdog position towards the compulsory school.

Spotting “mathematics” in Swedish school-age educare

-Anna Wallin, PhD student, Stockholm University, Sweden; **Paola Valero,** Phd, Professor, Stockholm University, Sweden and **Eva Norén**, associate professor, Stockholm University, Sweden

Abstract:

“If we want, we can see math’s in everything, but we should not limit ourselves to destroy baking with math’s”. These words, from a teacher in the Swedish school-age educare exemplify the challenges that can emerge when a subject as “mathematics” is made visible in the practice of school-age educare. The question that becomes central is; What can “mathematics” be in the school-age educare? Ball and collaborators’ framework (2012) of policy enactment directs our attention to the practice of school-age educare. With a close eye on interpretations, discourses and materials involved in enactment processes, we identify activities that can be characterized as “mathematical” in school-age educare. To spot what is “mathematical” in practice, we use Bishop (1988) six mathematical activities and the notion of embodiment, drawing on de Freitas and Sinclair (2013).

From video recorded observations we studied how materials, bodies, discourses and interpretations were present. The results indicate that school-age educare possess its own type of mathematics, visible in participant's interactions. Mathematical activities emerged in the process of interacting, interpreting and experiencing among students, relatives, teachers and staff in practice. Three types of interactions are characterized as mathematical: doing creations; describing relationships and addressing problems. A relevant result is the role of plausibility in the emergence of mathematical interactions, as expression of reasons for mathematical activity to be meaningful to participants in its own context. This provides is an alternative understanding of what "mathematics" can be, that is different from a formalized and school-driven mathematics.

Educare, after-school programs and civically engaged students

Is There an "I" in "We"? - Teacher´s Discursive Formations of the Child in Swedish School Age Educare

-Sanna Hedrén, PhD student, University West, Sweden

Abstract:

What consequences derives from being construed as an "I" or a "We" at school age educare? In my study, by verbally constructing the child in collegial reflection talks, school age educare staff tend to talk about the child more frequently as a group than as an individual. That brings on questions about school age educares role and contribution in a sustainable education. Is it to foster the child to become individually responsible for actions or to become a responsible individual in a group?

By using positioning theory and systemic functional grammar (SFG) as theoretical and analytical frames in studying school age educare staff´s collegial reflection talks, my main findings are that children are more frequently construed as a group, with limited agency and responsibility, and talked about as a group that mainly is moving around between different locations. Individual constructions of the child includes a higher degree of agency and responsibility and where often talked about in terms of problematic behavior and specific needs.

In this presentation I develop the main findings in relation to school age educare as a part of a sustainable education, with the perspective that staff´s language use is a crucial aspect to consider when studying school age educare.

Community based, after school, programs as key component of extended education

-Stergiani Georgiadou, PhD candidate, University of Western Macedonia, Greece and **Ioannis Thoidis**, PhD, associate professor, University of Western Macedonia, Greece

Abstract:

In recent years there has been a growing interest in the way students spend their time outside of school. A typical example is the operation of After School Programs in Europe and in the USA. In Greece, similar institutions to the above are the Children's Creative Activity Centers (CCACs). The purpose of the research was to investigate the perceptions of the program held by children, parents and staff. Participants in the research included 39 teachers, 220 students and I47 parents. These were all voluntary participants drawn from 12 CCACs in the Greek region of Western Macedonia. The data was collected using three written, structured, questionnaires, constructed for the purpose of the survey.

According to the results, students, parents and teachers positively evaluated the operation of CCACs. Students pointed out that they were given the opportunity to spend more leisure time with peers and to make new friends. Parents appreciated the opportunity to leave their children in safe custody during working hours, as well as, the possibilities offered by the programs and activities of CCACs for the personal development of their children. Teachers (and staff) focused on the importance of programs for the cultivation of communication, social and psychosocial skills of children.

A place to grow: Quality in Icelandic leisure centers

-Oddný Sturludóttir, adjunct lecturer, University of Iceland, editor of an afterschool program guide, Iceland

Abstract:

Leisure centers in Iceland have been a vital part of the education system in Iceland since year 2000, they have grown in a rapid way and have gained both popularity with children and trust from parents. But only recently have Leisure centres gained a legal status in the Compulsory School Act, before they fell within different spheres: the educational system, the welfare system and the private domain of the home. This change has made the framework for Leisure centers in Iceland more stable and pushes all stakeholders to ensure quality work.

The goals and criteria for work of Leisure centers for 6-9 year old children highlights four dimensions: The children in the leisure center, working methods and activities, human resources and professional work and finally resources and organization. The over-arching goal is to offer content-rich leisure and free time activities in a child-friendly and creative environment in which the working methods are characterized by free play and choice. The goals are 16 and the quality criterias are 48.

The aim of the thematic handbook is to follow through both the new clause from the Compulsory Act, and the criteria for quality. It sheds a light on the role and value of Leisure centers in the Icelandic context and emphasizes on various issues in both theoretical and practical perspective. Among themes are social and emotional learning at the Leisure centers, the importance of listening to voices and views of children, how to work with culture, democracy, literacy, free play, outdoor and nature, inclusiveness and the importance of collaboration with other institutions, parents and other stakeholders in childrens´ lives.

Children's perspectives on premises and material resources in Swedish School-Age Educare Centres

-**Christina Grewell**, PhD student, Mid Sweden University, Sweden

Abstract:

The aim of this study is to describe, interpret and problematize children's perspectives in relation to premises and material resources in Swedish School-Age Educate Centres [SAECs]. The SAEC settings are often integrated within the school itself. Previous research has reported shortcomings in the physical learning environment in SAECs (Boström & Augustsson, 2016) which also has been confirmed by the School Inspectorate's reviews (Skolinspektionen, 2010, 2012, 2018)

The study answers the question of how the students in four Swedish SAECs describe indoor premises and material conditions and in what way they provide for activities in SAECs. The theoretical framework of the study is based on sociology of childhood (Corsaro, 2018) and learning environments in SAECs (Harms, Vineberg Jacobs, & Romano, 2014).

Data was collected through walk-and-talk conversations (Haudrup Christensen 2004) with the children on the SAEC premises. The data was analyzed using inductive content analysis (Hsieh & Shannon, 2005). The results are described through themes regarding the physical learning environments and the possibilities and challenges children depict in the settings, i.e. space and equipment, noise levels, structuralization and possibilities for influence and participation. The result also shows that the method, walk-and-talk conversations and children's perspectives have a strong potential to contribute by making children's voices heard with the aim of helping to develop both the physical learning environment and social practices in SAECs. The relevance of this study is that it can contribute with children's perspectives of the research area, as well as raising important areas for future research.

Symposium nr. 4

Let our dreams come true – formal and informal learning, play and creativity in Reykjavík's Educational spaces

Chair: Fríða Bjarney Jónsdóttir

Developing and implementing the Educational policy – Let our dreams come true
-Fríða Bjarney Jónsdóttir, director of the Reykjavík Centre for Educational Innovation, Iceland

Abstract:
In January 2017, Reykjavik's city council launched an ambitious initiative to shape a vision for the future of educational development in the city, developing the Education Policy 2030 (City of Reykjavik, 2018). The Educational Policy emphasizes that the "education of children and adolescents is a societal project that takes place both formally and informally".

A steering committee involving politicians, representatives for the Department of Education along with Icelandic and international advisory experts led by educational policy expert, Pasi Sahlberg were champions for the work. Nearly 10,000 citizens among them preschool children, students, parents, teachers, leaders and educational experts participated in responding to the question "what skills do we want our education system to have provided our children by 2030?"

Based on the input from myriad of different platforms where the question above was discussed, five foundational competency domains where identified; social skills, self-empowerment, literacy, creativity and health. The Educational Policy "Let Our Dreams Come True" was launched November 20th 2018 and the implementation started early 2019. Simultaneously the city of Reykjavík launched a plan with general actions taking place in the first three years, among them putting in place the Development and Innovation Fund of ISK200 million to support the work in schools and leisure and by establishing the Centre for Innovation in Education.

In this Symposia we will firstly introduce the policy and discuss the implementation. Then we will present three innovative projects focusing on extended and informal learning rooted in the central goals of the Educational Policy.

Prevention project with a holistic community approach, aimed to improve sleep, reduce vaping and use of energy drinks among children and adolescent
-Haraldur Sigurðsson, director of Kringlumýri, a recreation-centre, Iceland

Abstract:
Bústaðahverfi, a district of Reykjavík is conscious of the importance of prevention work for children and adolescents. With that in mind an initiative from the recreation-centre, schools, parents, service-centre, sports- and scout club formed a project group to discuss existing data on well-being and evaluate risk behaviors among youth. The goal was to recognize most urgent preventive measures and set forth a plan for the year 2019-2020.

Icelandic Centre for Social Research and Analysis (ICSRA) has for decades conducted a National Youth Surveys, consisting of extensive data collection and information dissemination on welfare. Self-reported data from ICSRA and reports from Primary Health data base for this district, were examined and compared to data from Reykjavik at large. Findings revealed that e-cigarette use, consumption of energy drinks and caffeine soda´s was higher in the district than in other districts. Big proportion of the youth was sleeping less than six hours per night according to the data.

With these findings in mind the goal was set to improve sleep among children and teenagers as well as decrease caffeine intake and use of e-cigarettes. The project group sought advice from the University of Reykjavík and the Directorate of health in order to succeed with the goals.

Results will be made known in May/June 2020 when the project has been delivered. Hopefully it will show better awareness in the community and better sleep behavior among children and adolescents. If findings are positive similar projects are likely to be implemented in other parts of Reykjavik.

"Leisure literacy"
-Fatou Ndure Baboudóttir, PhD student, University of Iceland and **Tinna Björk Helgadóttir**, director of a children´s leisure center, Iceland

Abstract:
Linguistic development of young children is a prerequisite for effective reading skills. Strong emphasis has been placed on strengthening language and literacy in all areas of learning because of the importance of language development and literacy in children's overall education.

Reykjavík's after-school centres have however until now not been a part of policy making regarding language and literacy. Children at the youngest level in Compulsory Schools spend a large part of their leisure time in after- school centres. Therefore an extended platform for language and literacy development can be provided within the centres.
"Leisure literacy" is a project developed in collaboration with the Department of Education and Youth in Reykjavík, the University of Iceland and the Icelandic Research Centre. It emphasizes good and practical materials for youth workers to support language and literacy through play. After school centres are the ideal platforms for working with language and literacy through non-formal practices. "Leisure literacy" provides a toolbox that aims to promote language development and literacy within Icelandic after school centres. A webpage has been developed with emphasis on practical tools, where youth workers can access knowledge, educational materials, instructions and instructional videos. The project "Leisure literacy" also focuses on using the strengths of technical advances, such as proper use of apps.
Further support has been offered to youth workers in form of presentations and workshops. The "Leisure Literacy" project is unique both locally and internationally and provides an ideal tool that can be used in after school centres regardless of location.

Children and youth as active participants in shaping their own culture
-Harpa Rut Hilmarsdóttir, project manager of children's culture at the Centre for Innovation in Education, Reykjavík, Iceland

The opening ceremony of Reykjavik children´s culture festival at Harpa is a shared moment of a whole cities fourth class and is planned to be a grand experience. For the children to feel ownership there one part which is prepared with them in advance. We connected that part with the new education policy 2019.

The project started by two actors performance in all the schools with an act about letting dreams come true. That was a preparation for the children´s project to answer questions about what their dreams are. We got Icelands greatest textwriter to take the children´s ideas and make a text to a pop song that a popular singer songwriter created. The song was sent to the schools before the festival and the children sang it with the artist in Harpa. The song was on Icelands top hit lists and won awards.

Skrekkur is an annual performing arts competition for youth. Youngsters from the cities schools participate in the event. The youth have six minutes to stage a performance of their will and they choose a theme they consider important each time. They become active citizens, often very political, as they use all performing art forms to come forward a message.

The events objectives are to encorage creativity, think outside the box, practice longterm groupwork sistematically, strengthen self identity of young people and schools, build up social life and encourage collaboration between schools and leisure centers. RÚV the Icelandic national broadcasting service broadcasts all four events.

Parallel seminars 4 – Saturday 10.15 am – 11.45 am:

Sports and physical education

Physical Education and Sports Activities in Extended Education
-Patricia Schuler Braunschweig, Phd, professor, Zurich University of Teacher Education, Switzerland; **Ilaria Ferrari Ehrensberger**, PhD, professor, Zurich University of Teacher Education, Switzerland and **Kathrin Bretz**, research assistant, Zurich University of Teacher Education, Switzerland

Abstract:
Primary schools in Switzerland are not generally organised as all-day institutions. Today, school communities are required by law to offer daytime structures. This includes care in the after-school care centre, at lunchtime or supervised task assistance. There are a lot of arguments in favour of expanding day-care structures: the compatibility of family and work, a fairer distribution of educational opportunities and the strengthening of the school community. By expanding day schools, the two institutions of school and care are entrusted with and linked to the common task of education and training. The children's everyday school life is expanding and offers opportunities to participate in extra-curricular activities.

This project offers various extracurricular and movement-oriented activities at schools, e.g. the open gym during the lunch break and voluntary school sports courses in the afternoon.

Parallel to the development and implementation of sport- and movement-oriented offers, training and further education of teachers and caregivers is taking place so that sports courses and accompanied offers can be offered.

In a first qualitative data collection based on interviews with school directors and supervisors at 14 day-schools in the city of Zurich, it was possible to show how the offers are used and perceived in terms of quality and impact. In both primary and secondary schools, low-threshold offers with a low degree of competition, such as the open gymnasium, were popular. The school management could see a clear benefit, both for the physical development of the children as well as for the school's cultural interests.

Games, physical activities, and outdoor excursions as powerful knowledge in Swedish school-age educare

-Birgitta Ljung Egeland, PhD, senior lecturer, Karlstad University, Sweden; **Peter Carlman,** PhD, senior lecturer, University of Karlstad, Sweden and **Maria Hjalmarsson,** PhD, professor, Karlstad University, Sweden

Abstract:

One central content in the revised policy document of Swedish school-age educare is Games, physical activities, and outdoor excursions. The overall aim of the project is to understand and develop teaching with a focus on subject-specific knowledge in terms of selection and transformation of the central content Games, physical activities, and outdoor excursions.

The theoretical framework of the project is the concept of powerful knowledge (Young & Mueller, 2013), focusing on both content selection and transformation, concerned with how specific disciplinary knowledge can be made possible for pupils to acquire.

The collaborative project between the four teachers and the three researchers was based on a model of Action Learning described by Zuber-Skeritt (2002) as a way for practitioners to develop knowledge by acting, reflecting on practice, collaborating and learning from actual workplace issues. A professional dilemmatic space is identified related to the difference from the compulsory education, and how selection and transformation of knowledge content is conditioned by certain aspects of governance, voluntariness and free time.

Conclusions

Despite the challenges of school-age educare our results also reveal possibilities, which offer unique conditions, and provide potential for pupils' identity and knowledge development. This constitute important conditions also to develop education in compulsory school related to the ambition to empower pupils as the concept of powerful knowledge implies.

A comparative study of sports-programs for the acculturation of refugee youth

-Peter Carlman, PhD, senior lecturer, Univeristy of Karlstad, Sweden and **Lucas Silvestre Capalbo**, PhD student, Michigan State University, USA

Abstract:
This ongoing study uses an illustrative comparative design to investigate the experiences of refugee youth in two different sports programs (one in the US and one in Sweden) designed to aid in their acculturation. Both the Swedish and US data collection followed an interpretative paradigm and used a phenomenological methodology to understand the participants' experiences in the sports programs. Data was collected through semi-structured interviews with eight former program participants in the US and with seventeen youth from refugee backgrounds participating in Swedish sports clubs. The theoretical approach employed in the study followed the concepts of the new social studies of childhood. This means after listening to the young refugees' personal experiences, we considered them in relation to the design of the programs. The preliminary results show that refugees in both programs expressed positive outcomes that are consistent with those found in previous research: feeling happy, supports-related physical health and mental wellbeing, socializing with peers, and learning the language in a new country. Regardless of the program, the youth perceived similar benefits, even though the refugees in Sweden participated in mainstream sports clubs that were not specifically tailored to acculturation outcomes and also lacked appropriate staff and resources. However, the comparison indicates that sports are not automatically a universal language and can be problematic for acculturation. Both the Swedish and US data show cultural barriers were linked to sports practice in the new country.

Sustainability

Education for sustainable development in Swedish School-Age Educare – teachers' views on constraints and possibilities

-Annika Manni, PhD, associate professor, Umeå University, Sweden and **Eva Knekta**, PhD, associate professor, Umeå University, Sweden

Abstract:
School-Age Educare is an integrated part of the Swedish compulsary school organisation, focusing social relations, childrens interests and play. Although included in the national school curriculum, there is a lack of knowledge of if and how School-Age Educare currently work with the mandatory task of education for sustainable development (ESD). This article thus seeks to examine the educational potentials, but also possible need for support, of School-Age Educare in relation to ESD. Through analysing 453 teachers responses to a questionnaire with open and closed questions, we reveal that most teachers find ESD important, but also want to learn more about it. There is potential in the educational task, and pedagogical approach, supporting ESD as a transactional and pragmatic approach. The constrains contributing to ESD lies in the somewhat absent awareness among the teachers themselves, but also in the limited resources and time avaliable of carrying out sustainability education at the centers.

Sustainability through Multi-professional Cooperation in All-Day Schools from the Perspective of Social workers and Teachers: A Qualitative Study on All-D ay Schools in Zurich, Switzerland

-Andrea Scholian, MA, research associate, Zurich University of Applied Sciences, Switzerland; **Emanuela Chiapparini,** PhD, professor, Zurich University of Applied Sciences, Switzerland; **Christa**

Kappler, PhD, lecturer, Zurich University of Applied Sciences, Switzerland and **Patricia Schuler Braunschweig**, PhD, Professor, Zurich University of Teacher Education, Switzerland

Abstract:
In recent years, Switzerland has strongly promoted the expansion of extra-curricular care. Zurich is the first city to plan a gradual and successive introduction of All-Day Schools (Chiapparini, Schuler Braunschweig & Kappler, 2016). As a result of the introduction, All-Day Schools are shifting from mono-professional to multi-professional organizations (Idel & Schütz, 2018). Prior to All - Day Schools, most responsibilities were well defined and exclusive. The change in educational policy has softened the boundaries of these responsibilities and led to the introduction of room for exchange and sharing of roles in school lessons or extracurricular activities (Kunze & Silkenbeumer, 2018). Cooperation is a key factor in quality improvement and the successful interlinking of teaching and extracurricular activities (ebd.). According to Breuer (2015), there are three forms of cooperation with different goals as assistance, increase the participation of all participants and a critical exhance with the aims to increase quality.In this presentation, we address the findings of the research project "AusTEr - Negotiation Processes in All-Day Schools in Zurich". Qualitative interviews with narrative passages (Schütze, 1983) were conducted with social workers and teachers and evaluated according to the Grounded Theory (Strauss, 1990). The results indicate that by expanding All-Day Schools, cooperation settings have been structurally created and more cooperation is taking place. Although the perspectives of social workers and teachers reveal the striking frequency of pragmatic goals, it is also possible to identify forms of cooperation which should allow for a critical exchange and contribute to an increase in quality.

Policy, homework and academic writing

Homework arrangement in the context of extended education in Greece

-Papazoglou Magdalini, PhD candidate, University of Thessaly, Greece; **Chaniotakis Nikolaos**, PhD, associate professor, University of Thessaly, Greece and **Thoidis Ioannis**. Phd, associate professor, University of Western Macedonia, Greece

Abstract:
International comparative studies have shown that Greece is at the top of the countries regarding homework quantity (OECD, 2014), although students do not perform equally high at international assessments (LeTendre, 2015). Too much homework combined with the changes at the social and family level have led to an increase of extended education, which aim at relieving parents of the burden concerning their involvement in their children's homework. In this context the *All-day School*, t*he Children's Creative Activity Centers* and the *Homework Clubs* are established. *All-day School* offers additional time to elementary school students for the preparation of their homework within the school premises (Thoidis & Chaniotakis, 2018). The students' participation in this program is optional and without cost. The *Children's Creative Activity Centers* operate as either private or under local government administration and offer to students homework assistance and creative activities. *Homework Clubs* belong to the public sector, have tuition and offer to students the opportunity to do their homework there. In conclusion, the goal of these forms of after-school programs is both social and educational. The aim of this paper is to present in a systematic and critical way studies that examine the extended education in Greece, which aims to assist students in their homework. However, the children's attendance to these programs and engagement with

excessive homework result in the significant reduction of students' free time and their opportunities for playing, hanging out with friends or/and spending time with parents (Courtney & Nix, 2018. Singh, et al., 2020).

Teachers enacting shifting policy in Swedish school-age educare

-Karin Lager, PhD, postdoc-researcher, University West, Sweden and **Jan Gustafsson-Nyckel,** PhD, professor, University West, Sweden

Abstract:

The aim with this paper is to explore teacher's enactment of new policy in Swedisch school-age educare. There has been numerous of policy changes in Swedish school-age educare in line with educational reforms across Europe. As a result of these policy changes, the school-age educare as an institution has undergone significant and substantial changes in terms of its social mandate, educational goals and content. In this paper we investigate how these policy changes has affected and transformed the everyday practice for the staff working in these settings and in our analysis, we take our point of departure in policy enactment theory (Ball, Maguire & Braun 2012). Policy enactment theory is focusing the policy process of how policy is transformed into practice and we are interested in how policy is enacted in specific school-age educare settings. This specific paper contains of group interviews with 53 staff interviewed in 12 groups considering the latest 20 years of changes. In each setting the member of the staff was interviewed through focus groups. The result highlight that, enacting new policy in school-age educare contains being restrained by materiality in several ways. School-age educare has limited mandate to impact their situation. The interpretive perspective indicates that someone else then the educated staff has precedence to interpret and formulate the objectives in school-age educare. Further the analysis highlights a mix of competing discourses in this new policy enactment process, from discourses of problematic children to discourses of hope for change.

The Soft Realities of Hard Policies: A Systems Study of Continuous Quality Improvement in Publicly Funded Afterschool Programs

-Patrik Lundh, Ph.D, senior education researcher, SRI Education, USA**, Carrie D. Allen**, Ph.D, assistant professor, University of North Texas, USA; **Bowyee Gong,** research analyst, SRI Education, USA; **Mindy Hsiao,** research analyst, SRI Education, USA; **Rebecca Johnson**, graduate student researcher, University of North Texas, USA and **Nino Kokiashvili**, graduate student researcher, University of North Texas, USA

Abstract:

The implementations of U.S. education policies and reforms often do not match reformers' and policy makers' intent. In our study of continuous quality improvement (CQI) implementation in publicly funded afterschool programs in a large U.S. state, we see evidence of this pattern, as only a fraction of afterschool sites implements CQI five years after the establishment of a state policy requiring it. Recent scholarship suggests one reason reform implementation diverges from its intent is that education policy follows a "hard system" paradigm, which does not account for the "soft system" nature of human organizations. In this study, we apply systems theory to investigate how hard systems assumptions interact with the soft systems realities of the organizations and people

that constitute the overall education system in which CQI is implemented. Overall, we find that the variation in CQI implementation relates to problems with social relations, information flows, goals, and organizational cultures. The organization of the system has created silos of information as well as territorial behavior around access to people, information, and resources, which limit CQI implementation. At the same time, other aspects of the system show opportunities for positive change.

Supporting academic writing for extended education teacher students

-Marcia Håkansson Lindqvist, PhD, senior lecturer, Mid Sweden University, Sweden and **Susanna Olsson**, junior lecturer, Mid Sweden University, Sweden

Abstract:
Extended education provides possibilities to compensate for gaps within traditional education, bridging school learning with learning in extended education. New teachers in extended education, who today are extended education teacher students, will play an important role in this work. These teachers will need both professional as well as academic skills such as writing to bridge these gaps. This paper explores how extended education teacher students in a Swedish university context reflect upon academic writing. Extended education students in their second year of studies were asked to write a learning reflection (N=14) about their academic writing skills. For the teacher students in this study, support in academic writing is needed, such as writing skills, structure and understanding the genre of academic writing. These findings are of importance for teacher students to understand different writing strategies and processes, which come about in the process of learning the skill of academic writing. The findings are also of importance for teacher educators who strive to support extended education teacher students in academic writing and provide insights in general and more specific support of students' needs in higher education. How extended education teacher students' skills in academic writing develop, and later professional writing, may be an important key in bridging the gaps between traditional school teaching in extended education and supporting pupils' learning.

Parallel seminars 5 – Saturday 12.45 pm - 2.15 pm

Professionalism

Teaching in School age Educare in Sweden–How can School age Educare teachers´ Pedagogical Content Knowledge be described?

-Anneli Hippinen, PhD student, University of Stockholm, Sweden

Abstract:
This paper presentation will focus on School age Educare (SaE) teachers and their actions in interactionwith students. The knowledge that SaE teachers transform into teaching is notusually traditional school subjects such as mathematics, science or language, butmore frequently about values, social interaction, identity, crafts, playetc. The SaE teachers teachin aninterdisciplinary way withdifferent knowledge areas at the same time. This way of teaching in a free environmentwhere the children can choose what to do requires a different way of teaching compared to instructions in a

school environment. The aim of thisresearch is to explore SaEteacherś actionsin interaction with students,how teachers transform their understanding and knowledge to teaching. Pedagogical Content Knowledge (PCK) is the theoretical frameworkof the study. Shulman describes Pedagogical Content Knowledge as “subject matter knowledge for teaching”(Shulman, 2004, p204).The study uses field observations, filmed observations and informal interviews as methods. This paperpresentation will focus on how SaE teachers PCK can be understood through the conceptsoftransformation, representationand orientation. The findings show SaE teachers actions in interaction with students, which kind oforientations the SaE teachers makeand how they represent different kinds of knowledge areas.From the data collection,three categories of SaE teachers’knowledge areas arechosenfor analysis: science subjects, social skills and meaningful leisure time. The analysis is still an ongoing process so the presentation will focus on some examples from the analysis and how teaching can be viewed on in the SaE setting.

The professional life of leisure pedagogues at all-day schools in Styria/Austria

-Gerald Tritremmel, University College of Teacher Education, Styria/Austria; **Martin Auferbauer,** University College of Teacher Education, Styria/Austria; **Werner Moriz**, University College of Teacher Education, Styria/Austria; **Markus Neubauer**, University College of Teacher Education, Styria/Austria and **Christian Neuper**, University College of Teacher Education, Styria/Austria

Abstract:

Day care in schools is a significant interface between school-based learning processes and the extracurricular environment. A high-quality and pedagogically high-level overall care is expected. In Austria, this is guaranteed by an institutionalized 2-semester training called “University course in leisure pedagogy”. The graduates of this training work in all-day schools in Austria.

The situation of these so-called leisure pedagogues has not been sufficiently researched. The aim of the project is to give these pedagogical “jacks of all trades” a voice and thus clarify their needs and concerns on the one hand and evaluate their training on the other.

The research was framed by the HUGS scale (Tietze et al., 2005) to provide a systematic assessment of the conditions and professional standards for an emerging field of work.

The general question is: who are these pedagogical all-rounders that design the leisure units at all-day schools and what role do they play in linking school and extracurricular activities?

This is a mixed methods research project. In the first step, six leisure pedagogues provided guideline-based interviews. Following a literature review and the insights of the interviews, a questionnaire was generated. The survey will be conducted among leisure pedagogues all over Styria in early 2020. The data will be analyzed by means of Statistical Package for the Social Sciences (SPSS).

We expect our results to clarify our understanding of the needs and concerns regarding working conditions and to inform the training of the staff dedicated to extended education in all-day schools.

Literacy and learning

Extracurricular learning and support activities in German all-day schools: Multi-perspective analyses with a focus on homework activities and individualised learning time

-Johanna M. Gaiser, MA, research- and project assistant, Giessen University, Germany

Abstract:
Extracurricular learning and support activities are widespread in German all-day schools in addition to curricular classes. Recent research shows that not every potential is yet being utilised to offer individualised learning activities.

This project focuses on the current school conditions, which affect transforming schools: Is it possible to identify different classes of schools regarding the organisation of different activities? Which aspects of the schools` organisation are affected by implementing a new learning culture? How do schools arrange the relationship between curricular classes and extracurricular activities? In which way do teachers and other pedagogues offer learning support for the students in homework activities?

This research synthesis bundles four studies originating from the Study on the Development of All-day Schools funded by the German Federal Ministry of Education and Research (2005-2019). Representative data was collected from school principals by questionnaire. In addition, qualitative data was gathered in all-day schools. A latent class analysis lead to different classes of schools (system level). A longitudinal single case study revealed different issues for schools implementing a new learning culture (school level). Multiple case studies lead to a systematic view on the relationship between curricular classes and extracurricular homework activities (activity level). Main fields of individualisation were identified in homework activities (individual level).

This mixed-methods research project provides a structured multilevel view on the current organization of learning and support activities in all-day schools. By assessing the different levels, school administration and practitioners can effectively direct their efforts to improve individual learning support for every student.

Promoting language repertoires of plurilingual students in Iceland: Is collaboration of community heritage language schools and compulsory schools feasible?
-Renata Emilsson Pesková, PhD student, University of Iceland, Iceland

Abstract:
The aim of this paper is to outline possible trajectories for the collaboration of community heritage language schools and compulsory schools in Reykjavík, and to highlight benefits of such collaboration for the education of plurilingual students. This multiple case-study, theoretically rooted in the fast-developing field of HL education, and a well established field of critical multiculturalism, looks to answer the question ´to what extent do educators reflect and build upon plurilingual students' resources?´

Community schools, by teaching literacies in HL, strengthen children´s linguistic repertoires, metalinguistic knowledge, their overall knowledge and cultural insights, as well as their identities. Students who attend non-formal heritage language instruction, receive extra language instruction, in addition to cultural, art, science and other input. The whole linguistic repertoire, and in particular literacies in all languages of plurilingual students, are an inseparable part of their social and academic identities and experiences. Biliteracy develops in many learning spaces and more so when these spaces connect, interact, and inform each other.

The contribution of this paper is drawing the attention to the contradiction of current mostly monolingual practices of class teachers and heritage language teachers, as well as highlighting positive examples of plurilingual practices. The research has implications for pedagogical practice both in formal and non-formal settings: Firstly, the research shows ways how to build on students´ linguistic repertoires and their rich plurilingual experience; secondly, the research suggests possible forms of collaboration of heritage and compulsory schools.

Symposium nr. 5

Extended learning: Valuing equity, access, inclusion, and authentic youth engagement

Chair: Helen Janc Malone

The value of equity and access in out-of-school time

Dr. Femi Vance, Researcher, Youth, Family, And Community Development, American Institutes for Research, USA and **Dr. Suzanne Stolz**, Assistant Professor, Learning and Teaching, University of San Diego, USA

Abstract:

A foundational tenet of the OST field is that all youth deserve impactful and engaging learning experiences. That requires that organizations, programs, and OST professionals remain responsive to the emerging needs of their diverse youth population and the communities in which they live. This paper explicitly calls attention to deficit thinking, implicit bias, and privilege as complex, but navigable, barriers to equity and posits solutions that address shaping organizations for access and equity and advancing equity through critical practice. We illustrate the tensions that arise when organizations and OST professionals try to engage all youth, especially the underserved - in OST when infrastructure, funding, and mindsets have not kept pace with the evolving needs of youth and their communities. A deep-dive into one program design conundrum – how to design programs for and with disabled youth and their families – will illustrate organizational challenges and best practices to consider when addressing barriers to equity.

Centering youth Voice toward collective action and social change: Principles, practices, and lessons learned from youth-adult partnerships in out-of-school time (OST) settings

-Dr. Deepa S. Vasudevan, Visiting Lecturer in Education, Wellesley College; USA

Abstract:

This paper focuses on the foundational principles and practices of a youth-adult partnership approach in out-of-school time (OST) settings in the education of young people. Youth-adult partnerships are the practice of: "(a) multiple youth and multiple adults deliberating and acting together, (b) in a collective [democratic] fashion, (c) over a sustained period of time, (d) through shared work, (e) intended to promote social justice, strengthen an organization and/or affirmatively address a community issue" (Zeldin, Christens, & Powers 2012, p. 388). Through highlighting case studies of youth-adult partnerships, this paper puts forth a set of principles that are foundational to these kinds of collaboration: (1) trust, (2) problem-posing methodologies, (3) democratic participation, and (4) collective action. These insights are particularly important for out-of-school

time programs, where relationships are the essential driver for positive youth development (Akiva, Cortina & Smith, 2014; Deschenes et al., 2010; Smith et al., 2011). There are critical lessons that schools can learn from the values and practice of intergenerational collaboration toward social change; the partnership approach reframes around the expertise and strengths of youth and provides a powerful alternative to individualistic and adultist models of civic education.

Sperling Center for Research and Innovation (SCRI) – In their own words
-Brenda McLaughlin, Chief Impact Officer, BellXcel and Managing Partner, SCRI Sperling Center for Research and Innovation, USA and **Bryan Hall**, Senior Director, Research & Evaluation, SCRI, USA

Abstract:
The COVID-19 pandemic and its devastating effect on the educational landscape led <the organization>, a national nonprofit that partners with youth-serving organizations, to develop a suite of tools, resources, and curricula, called <remote program>, to support partners in delivering high-quality remote learning programs in Summer 2020. <remote program> sought to support the social and emotional (SE) needs of youth while offering teacher-led academic and enrichment activities for scholars and their families. <remote program> emphasized relationships and routines above all else, asking staff to prioritize nurturing strong, positive relationships, putting in place consistent routines and schedules, creating a sense of belonging and emotional safety, and ensuring high levels of engagement.

To measure growth in SE skills, <the organization> administers surveys that ask questions around perceived changes in scholars' SE competencies. Surveys, which include both scaled and open-ended questions, were administered at the end of a program to families, staff, and scholars in the 4th grade and higher. The <organization> conducted a mixed-methods analysis of survey results to learn about the scholar experience in a remote learning environment to see how scholars, in their own words, described their SE growth over the summer. The analysis revealed how <remote program> social and emotional learning programming positively impacted scholars and led to improved relationships, increased confidence, strengthened growth mindset, improved self-regulation and engagement, and better routines and schedules. Results are complemented by quantitative findings across stakeholder surveys and highlight the power a strong SEL curriculum can have on participants even remotely.

Engaging extended education stakeholders in measurement
-Christina Russell, Senior Managing Director, Policy Studies Associates; Corey Newhouse, Founder and Principal, Public Profit, USA

Abstract:
This presentation will discuss strategies used by a range of extended education providers across the United States to effectively engage their stakeholders in analyzing, interpreting, and using data to inform program decisions and improve the quality of services offered. Through these strategies, programs put into action a central value of extended education: engaging, experiential learning that values the perspectives and expertise of diverse voices. We will highlight strategies for using data authentically to inform learning in extended education programs in three ways. First, we will explore how program leaders use data to make practical decisions about program design and improvement, such as identifying opportunities to enhance staff training and professional development. Second, we will discuss practices used to engage program staff in making meaning of data collected through

hands-on coaching and facilitated discussions. Third, we will explore strategies for engaging the young people served by extended education programs in evaluation and measurement, moving beyond collecting data from and about young people to authentically engage them in design and analysis. Throughout, we will focus on highlighting (1) the strategies that extended education programs use to plan for and implement authentic engagement with data at each stage of measurement—design, data collection, and interpretation; and (2) the contributions, or value added, of this engagement to program quality and success. The strategies featured in this presentation will be drawn from the experiences of programs and authors who contributed to <a book on measurement>.