

Teaching in Different Spaces – How Professionals Work Together in All-Day Schools in Switzerland and in Leisure Time Centres in Sweden

Patricia Schuler Braunschweig, Helene Elvstrand, Christa Kappler, Lina Lago, Magnus Jansson, and Emanuela Chiapparini

Abstract

Professionals in all-day schools and in leisure time centres strive to purposefully extend the curriculum in the classroom with extracurricular activities. Extracurricular activities are more or less organized activities outside of the traditional teaching lessons during a regular school day and include supervised games, free play, and structured lessons organized before and after lunchtime. These activities are held at the school building. Such activities are added to children's school days, making them more integrated to maximize social and cognitive learning for students and to enhance educational development. Education at school is extended in time and space, taught by professionals. The multi-professional cooperation among classroom teachers and extracurricular activities teachers is seen as powerful but can be rife with tension as professional boundaries are crossed. Data from interviews with classroom teachers and extracurricular activities teachers focusing on the meaning of extended education in newly organized all-day schools in urban Switzerland (n=32) and in Sweden (n=18) is analyzed using Grounded Theory Methods and viewed as a field for negotiating professional responsibilities. Despite different traditions in all day schooling, a lack of understanding of the other profession is a hindering factor for a symmetrical professional cooperation in both countries.

1 Introduction

Family friendly policies have been launched to support employees in coordinating their work with family responsibilities. One of these policies is all-day schooling (Honig, 2007). Public schools support educational equity by offering educational

opportunities including extracurricular activities for all children (Fischer, Radisch, & Schüpbach, 2014; Holtappels, Klieme, Rauschenbach, & Stecher, 2008; Klerfelt & Haglund, 2014; Schüpbach, 2010). Many countries organize their schools as all-day schools (Allemann-Ghionda, 2003). Due to societal changes, all-day schools are being implemented in the bigger cities in Switzerland, and an alignment of extracurricular activities to the classroom lesson teaching has started. Sweden has a long tradition of leisure time centres (LTC) offering extracurricular activities. In Sweden, LTC date back to the 1990s even though there are tensions between different pedagogical traditions (Rohlin, 2012).

In contrast to traditional schools where the focus is on highly structured academic lessons, all-day schools and LTC extend learning outside of the formal school day offering extracurricular activities (Klerfelt & Haglund, 2014). The linkage between extracurricular activities and the curriculum has been identified as a central factor in successful all-day schools (Breuer, 2011; Holtappels, 2006; Steiner & Tillmann, 2011; Tillmann & Rollett, 2011). All-day schools can connect formal, non-formal and informal aspects of education (Züchner, 2013) better than traditional schools due to their temporal and spatial proximity. Because informal learning experiences and non-formal learning move into school settings (Churchill, 2011; Schütz, 2015), the expectations of the educational professionals involved in the socialisation of the children have become more salient (Tyrell & Vanderstraeten, 2007).

Professional cooperation is seen as a key factor in the school quality discourse (Calander, 1999; Ditton, 2000; Fend, 2006; Frost, 2005; Hansen, 1999; Jutzi, Schüpbach, & Thomann, 2013; Speck, Olk, & Stimpel, 2011) as it aims to achieve a holistic perspective on children's learning (Lago & Elvstrand, 2017). Teachers' professional practice is increasingly influenced by interdisciplinary cooperation (Edwards, Daniels, Gallagher, Leadbetter, & Warmington, 2009).

To date little is known about how cooperation between the classroom teachers and the extracurricular activities teachers is constructed in the context of primary education. We present a cross-case study based on two single cases, a Swedish and a Swiss case study, and analyze how extracurricular activities teachers and classroom teachers view the cooperation with each other to outline the meaning of their professional responsibilities.

2 All-day Schools in Switzerland

Demographic and work force changes have increased the relevance of all-day schools in urban areas of Switzerland. One of the biggest cities in the German-speaking part of Switzerland began to implement all-day schools in 2016. Traditional schools align their extracurricular activities closely to the academic curriculum. The overall goal is to create a school day that is well-balanced, safe and enriched academically and socially (Educational Ministry of School and Sports, City of Zurich, 2018). In earlier times, children's participation in extracurricular activities depended on their parents' financial means, mobility and knowledge. Whereas there is a vast market for privately organized activities, the extracurricular activities offered by the local authorities are taught by social workers in the school neighbourhood. A selection of private and public activities could be found in cities, but rural areas still lack extracurricular activities (Schuler Braunschweig & Kappler, 2017).

In the city's new model, lunch is served at school, and extracurricular activities such as free play, homework assistance and extracurricular activities (in various subjects including arts, sports, gardening, chess, mathematics etc.) are offered. Attendance is requested for at least three lunches per week, depending on the children's ages and the afternoon schedule. Parents are required to pay for the extracurricular activities (City of Zurich, 2018). Extracurricular activities are taught by extracurricular activities teachers, who are qualified social workers holding a B.A. in social work or a licence as educator. Extracurricular activities teachers seldom assist in the classrooms, but classroom teachers and extracurricular activities teachers share the same organization and are supervised by the principal. In newly built all-day schools, most classroom teachers collaborate with extracurricular activities teachers voluntarily or upon the principal's request to develop their pedagogical practices in the school.

3 Leisure Time Centres and Schools in Sweden

In Sweden, the concept *all-day learning* has a long tradition. Leisure Time Centres (LTC) date back to the 1970s, but extracurricular activities have been organized for specific groups (e.g., disadvantaged children) since the late 19th century (Rohlin, 2012). Even though the configuration has differed over the years, there has always been an emphasis on learning, childcare and leisure. In recent years,

learning has become a more prominent part of LTC. In the 1990s, LTC, reorganized as a federal responsibility, was moved from social to educational authorities. At the same time, LTC was integrated into the schools by moving into school facilities to be governed by the school principal. In 1994, LTC was part of the school curriculum with defined values, overall goals and guidelines. In 2016, the common curriculum for school and leisure (Swedish National Agency of Education, 2018) included specific guidelines and goals for LTC. Today, a majority of children between 6 and 9 years attend LTC after school, making LTC an important part of the educational system in Sweden.

LTC activities are a mix of voluntary learning activities¹, free play and childcare. In addition to LTC, children participate in extracurricular activities organized separately by parents such as sports, theatre, arts or music activities. While the cost for LTC is subsidized, regulated and adjusted to income, parents pay for other activities themselves.

LTC traditionally has been planned and organized by leisure time teachers. In addition to LTC, they often teach some academic subjects or act as a support in the classroom. Classroom teachers do not work in a similar way in the LTC. Even though LTC and the school share a common organization and assignment, research from the late 1990s shows that LTC is given a subordinate position (Calander, 1999; Hansen, 1999). In Sweden, classroom and extracurricular activities teachers both are holding a licence as teachers.

4 Multi-Professional Cooperation in Education

Professional cooperation in education is not exclusive to academic subjects. Multi-professional cooperation describes the cooperation between professionals in and out of schools. Professionals in schools are classroom and special education teachers, extracurricular activities teachers, social workers and other staff members (Fischer, Klieme, Holtappels, Stecher, & Rauschenbach, 2013). Cooperation between classroom teachers and extracurricular activities teachers, social workers and other staff members presumes a strong partnership in order to strengthen individualized support for the cognitive and social development of children (Breuer & Reh, 2010; Speck et al., 2011).

¹ In the organization of learning activities there is often a resistance to school's traditional lesson learning. LTC teachers often express that their teaching should be "something else" than the school's teaching (Jansson, 2018).

Multi-professional cooperation challenges the professional practices of classroom teachers since teaching is traditionally seen as an isolated profession (Creese, Norwich, & Daniels, 2000). Claims of professional expertise are traditionally based on discipline-specific knowledge (Frost, 2001), so “attempts to share and redistribute knowledge within and across agencies within multi-disciplinary and multi-agency teams may therefore create anxiety and conflict for professionals whose specialist expertise is put in question” (Robinson, Anning, & Frost, 2005, p. 176).

New issues are inevitable as tasks are redefined and redistributed within changing organizations (Engestrom, 1999). In order to affect change, professionals must work through processes of articulation differences, exploring alternatives, modelling solutions, examining an agreed model and implementing activities (Robinson et al., 2005). Different professionals working on shared practices must enable multi-professional competence, which means a professional competence including self-reflection and critical thinking about professional identities (Nittel, 2011). The importance of professionals’ construction of their identities in shared practices by developing a community of practice is characterized by a shared history, shared accountability and shared repertoire (Wenger, 1998).

Multi-professional cooperation can be characterised as either rewarding or full of tensions and dilemmas (Burnard & Swann, 2010; Rothland, 2012;) as it brings “together different perspectives and sociocultural practices, such as different ways of talking and doing” (Vesterinen, Kangas, Krokfors, Kopisto, & Salo, 2017, p. 232). This is in line with German research: high expectations are set for the other profession as well as for the cooperation (Dizinger, Fussangel, & Böhm-Kasper, 2011; Spies & Stecklina, 2005).

Multi-professional cooperation is considered a key element for school quality (Spies & Stecklina, 2005) which often demands activities that transcend the school’s institutional boundaries (Akkerman & Bruining 2016; Edwards, 2011; Vesterinen et al., 2017). Akkerman and Bakker (2011) identify four mechanisms of boundary crossing: *identification*, *coordination*, *reflection*, and *transformation*. Identification is about “coming to know what the diverse practices are about in relation to one another; coordination means creating cooperative and routine exchanges between practices; reflection expands one’s perspectives on the practices; transformation is the collaboration and co-development of (new) practices” (Akkerman and Bakker, 2011, p. 150).

With regard to the presented studies that focus on classroom and extracurricular activities teachers, their professional practice, their perception of the multi-professional teamwork and their understanding of the professional cooperation as a function of their newly set up all-day school or long-lasting LTC tradition, the mechanism of identification is enlightening. One identification process, ‘othering’, occurs by “defining one practice in light of another, delineating how it differs from the other practice” (Akkerman and Bakker, 2011, p. 142). The other process of identification legitimizes coexistence and can be observed when people who are working simultaneously in different organizational groups, “have to consider the interference between their multiple participations to be able to pursue each one and be accepted in this multiple membership by others in the respective groups” (Akkerman and Bakker, 2011, p. 143).

Empirical evidence from Swedish and British studies about the impact of multi-professional cooperation notes structural barriers such as hierarchies, pay scales, physical location and enhancing factors such as organizational coordination, commitment and cooperation (Andersson, 2013; Freeman, Miller, & Ross, 2000; Harker, Dobel-Ober, Berridge, & Sinclair, 2004). Freeman et al. (2000) identified the dual dilemmas of organizational coordination and problems of individual, professionally differentiated values and attitudes toward team work. In Switzerland, research on multi-professional teams includes cooperation between special needs teachers and teachers (Kreis, Wick & Kosorok Labhart, 2016), between teachers, other professionals and parents (Schüpbach, Jutzi, & Thomann, 2012), and between teachers and social workers (Chiapparini, Selmani, Kappler, & Schuler Braunschweig, 2018).

In the field of Swedish and Swiss educational research, little empirical evidence on multi-professional cooperation between teachers and others is available (Andersson, 2013; Schüpbach, Slokar, & Nieuwenboom, 2013).

The questions we asked are: How do classroom teachers and extracurricular activities teachers² describe the division and redistribution of knowledge within and across agencies? How is the professional expertise negotiated? Which conflicts arise within multi-professional teams? Which similarities can be revealed between the two countries despite their short/long term experience?

² In Switzerland, extracurricular activities teachers are qualified social workers with a B.A. in social work. In Sweden, they are qualified leisure time centre teachers with an M.A.

4 Method and Sample

The main purpose of this cross-case study³ (Miles, Huberman & Saldaña, 2014) is to discover and to delineate how extracurricular activities teachers work with classroom teachers, what goes on within their interactions, and how individual interactions relate to each other by means of individual interviews in Switzerland and in Sweden (Switzerland n=32; 16 classroom teachers, 16 extracurricular activities teachers; Sweden n=18; 9 classroom teachers, 9 LTC teachers). Compared to Sweden, Switzerland has limited experience in multi-professional cooperation between classroom and extracurricular activities teachers. As both countries individually conducted qualitative single case studies using Grounded Theory methods, a comparison of both cases by conducting a cross case analysis seemed appropriate. A further purpose was to develop key dimensions that could enhance further development for multi-professional cooperation in education.

The transcribed interviews were analysed by following the coding paradigm proposed by Strauss and Corbin (1998) to draw patterns of interpretation and activity from the subjective perspectives. The coding process was done in three steps: open coding, which means creating labels for chunks of data, followed by axial coding to identify relationships among the open codes, and thirdly the selective coding, which was the search for the key thesis and the core category. For reasons of intersubjectivity on the original interviews in the single cases, the steps of axial and selective coding were executed within the research groups in Switzerland and Sweden respectively (Swiss and Swedish authors) to avoid linguistic misunderstandings, whereas the cross case based on the selective coding was done by the international team (all authors).

5.1 *The Swiss Case*

Data used for this article were collected during the Swiss National Science Foundation research project AusTER⁴, which examines processes of negotiating pedagogic responsibilities in multi-professional teams in the transformation of regular schools to all-day schools. The data consisted of semi-structured

³ A cross-case study compares two or more case studies.

⁴ AusTER – Aushandlungsprozesse der pädagogischen Zuständigkeiten an Tagesschulen im Spannungsfeld öffentlicher Erziehung [Pedagogical responsibilities and competencies in extended education]

interviews and dealt with issues of cooperation within institutions as well as the positive effects and challenges of multi-professional cooperation from three primary schools and one secondary school one year after the implementation of all-day schools. The relevant stakeholders, principals, classroom and extracurricular activities teachers, social workers and staff members, external providers, parents and children were interviewed about their daily routines as well as their understanding of all-day schooling, with the objective of developing all-day schools and further enhancing extended education. The data was analysed with analytical tools generated from Grounded Theory.

5.2 *The Swedish Case*

Swedish data derived from an action research project. A goal was the involvement of the participants in the research process and the formulation of important questions for them (Stringer, 2007). The cooperation between LTC and classroom teachers was formulated as a central dilemma in need of further study. Data for this case study were interviews with LTC and classroom teachers in three primary schools in the urban Swedish south reflecting their experience of working together in school and in LTC. The data was analysed with analytical tools generated from constructivist Grounded Theory, starting with open coding followed by axial coding. Theoretical sampling was adopted (Charmaz, 2014).

4 Results

The results first outline where and when multi-professional cooperation takes place, followed by professionals describing their roles in contrast to the other profession, to then define hindering factors for multi-professional cooperation.

In Switzerland, multi-professional cooperation between classroom and extracurricular activities teachers was held in official meetings or seen as an important part of the more informal interaction. Tasks resulting from cooperation were mainly administrative and organizational. Multi-professional cooperation was generally “doing something before or after the other”. Nevertheless, professionals agreed on the importance of working together.

“It’s very important to me to have a good contact with the educators and supervisors and to be on the same side, to work each other into the hands.” (Classroom teacher, Switzerland)

In Sweden, the multi-professional cooperation depended more on informal structures. Classroom and LTC teachers rarely had time for formal meetings and the meeting time available was spent solving urgent issues. Both classroom and LTC teachers described good cooperation depended on *whom* they should cooperate with.

“It really depends so much on the person, with some teachers it is easier than with others.” (LTC teacher, Sweden)

In Switzerland, individuals re-established traditional professional responsibilities in drawing segregated roles, and in assigning remaining duties to the other profession. A professional hierarchy within the field of the extended education was identified; the parental absence was used for professional sub-distinctions. The overarching conceptual and multi-professional goals to improve students’ cognitive and social learning were not visible.

“The substantial difference between the professionals is, that we care, we don’t teach. And this is not respected. Classroom teachers don’t have an understanding for what we do and how we do it. They don’t have a clue about the issues we deal with on a daily base.” (Extracurricular activities teacher, Switzerland)

In the Swedish context, there was an emphasis on different competences between classroom and LTC teachers, but the differences were seen as complementing each other, overlapping but contributing to a shared goal with a different approach.

“When you work with an LTC teacher who has the knowledge and the right profession, we can cooperate and share the work and divide the practical and theoretical parts [in maths] between us.” (Classroom teacher, Sweden)

The Swiss extracurricular activities teachers’ feeling of being misunderstood is seen by classroom teachers who expect the other professionals to adjust and to fit into the scholarly system.

“They (the extracurricular activities teachers) have to find their role within the school and to incorporate in the everyday school day.” (Teacher, Switzerland)

Similarities can be found in Sweden. LTC teachers describe how their work and their activities are seen as less important as shown by the LTC teacher

describing the classroom teachers' reaction when the children had used the shared classroom space during LTC time.

“We have to coexist with school, but today I was greeted with a mobile phone, like this, in my face [with a picture] showing how the classroom had looked this week and I tried to say that maybe they had cleaned the floors (laughing). They [the pupils] had moved some tables around and played “zombies in the dark”. I think that those kinds of big differences are the difficult issues.” LTC teacher, Sweden

In both countries, establishing professional roles showed a lack of knowledge of the other profession and lead to an asymmetrical and unidirectional form of cooperation.

4 Discussion and Conclusion

LTC has been a part of the Swedish school system for more than two decades, and both classroom and LTC teachers have similar qualifications, which is not the case in Switzerland. Despite that, the cooperation between the different teacher professions in Sweden showed difficulties that were similar to those in Switzerland. Both cases show mechanisms of boundary crossing such as othering, professional distinction and legitimizing the coexistence, as well as attempts of coordination, despite of a lack of knowledge about and expectations of the different professional assignment is visible in both countries. According to Akkerman and Bakker (2011), mechanisms of reflection and transformation still need to be reached if a symmetrical multi-professional cooperation is at stake. A further hindering factor for multi-professional cooperation seems to be the lack of formal structures which is in line with German studies (Böttcher, Maykus, Altergang, & Liesegang, 2011; Breuer, 2011). Finally, hierarchical relations between the different professional groups hinder symmetrical forms of cooperation. As the Swedish system doesn't allow such structural differences between the professions, the organizational climate seems to have a stronger impact on the success of multi-professional cooperation than the structural aspects. This leads to the assumption that leadership plays a central role in how the other profession is perceived and valued. Additionally, a teacher training focusing on professional behaviour and on multi-professional cooperation by Fischer, Kuhn, and Pfaar (2017) proved that early interventions in multi-professional cooperation have a positive impact on the future cooperation in terms of knowledge and

appreciation about the others. Given the potential for individual and structural cooperation in all-day schools, opportunities for multi-professional cooperation, support from the school's leadership must be further explored and developed by demonstrating, observing, and sharing professional educational practices.

References

- Akkerman, S. & Bakker, A. (2011). Boundary crossing and boundary objects. *Review of Educational Research*, 81(2), 132-169.
- Akkerman, S. & Bruining, T. (2016). Multilevel boundary crossing in a professional development school partnership. *Journal of the Learning Sciences*, 25(2), 240–284.
- Allemann-Ghionda, C. (2003). Ganztagschule – ein Blick über den Tellerrand [All-day schools – A look beyond one's own backyard]. In S. Appel, H. Ludwig, & U. Rother (Eds.), *Neue Chancen für die Bildung* (pp. 206-215). Schwalbach (Taunus), Germany: Wochenschau-Verlag.
- Andersson, B. (2013). *Nya fritidspedagoger - i spänningsfältet mellan tradition och nya styrformer* [The new leisure time centre pedagogues- tension between tradition and new forms of control] (Doctoral dissertation). Retrieved from <http://www.diva-portal.org/smash/get/diva2:603114/FULLTEXT02>
- Breuer A. (2011). Lehrer-Erzieher-Teams – Kooperation als Differenzierung durch Zuständigkeit [Teams of teachers and educators – cooperation as differentiation through responsibility]. In K. Speck, T. Olk, O. Böhm-Kasper, H.-J. Stolz, & C. Wiezorek (Eds.), *Ganztagschulische Kooperation und Professionsentwicklung. Studien zu multiprofessionellen Teams und sozialräumlicher Vernetzung* (pp. 85 -101). Weinheim, Germany: Beltz.
- Breuer, A. & Reh, S. (2010). Zwei ungleiche Professionen? Wie LehrerInnen und ErzieherInnen in Teams zusammenarbeiten [Two unequal professions? How teachers and educators work together]. *Soziale Passagen*, 2(1), 29-46.
- Böttcher, W., Maykus, S., Altermann, A., & Liesegang, T. (2011). Multiprofessionelle Kooperation an Ganztagschulen [Multi-professional cooperation in all-day schools]. In K. Speck, T. Olk, O. Böhm-Kaspar, H. Stolz, & C. Wiezorek (Eds.), *Ganztagschulische Kooperation und Professionsentwicklung. Studien zu multiprofessionellen Teams und sozialräumlicher Vernetzung* (pp.102-113). Weinheim, Germany: Juventa.
- Burnard, P. & Swann, M. (2010). Pupil perceptions of learning with artists: a new order of experience? *Thinking Skills and Creativity*, 5(2), 70–82.
- Calander, F. (1999). *Från fritidens pedagog till hjälplärare. Fritidspedagogers och lärares yrkesrelation i integrerade arbetslag* [From being a pedagogue of leisure to becoming an assistant teacher. The professional relationship between leisure time pedagogues and teachers in integrated working teams] (Doctoral dissertation). Uppsala University, Sweden.
- Charmaz, K. (2014). *Constructing grounded theory* (2nd ed.). Thousand Oaks, CA: Sage Publications.
- Chiapparini, E., Selmani, K., Kappler, C., & Schuler Braunschweig, P. (2018). „Die wissen gar nicht, was wir alles machen“. Befunde zu multiprofessioneller Kooperation im Zuge der Einführung von Tagesschulen in der Stadt Zürich [„They don't know what we're doing“. Multi-professional cooperation during the implementation of all-day schools in Zurich]. In E. Chiapparini, R. Stohler, & E. Bussmann (Eds.), *Soziale Arbeit im Kontext Schule. Aktuelle Entwicklungen in Praxis und Forschung in der Schweiz* (pp. 48–60). Opladen, Germany: Budrich.
- Churchill, H. (2011). *Parental rights and responsibilities. Analyzing social policy and lived experiences*. Bristol, UK: The policy press.

- City of Zurich (2018). *Tagesschule 2025* [All-day school 2025]. Retrieved from www.stadt-zuerich.ch/ssd/de/index/volksschule/tagesschule2025.html
- Creese, A., Norwich, B., & Daniels H. (2000). Evaluating teacher support teams in secondary schools: supporting teachers for SEN and other needs. *Research Papers in Education*, 15(3), 307–324.
- Ditton, H. (2000). Qualitätskontrolle und Qualitätssicherung in Schule und Unterricht. Ein Überblick zum Stand der empirischen Forschung [Quality control and management in schools and classes. Overview of the state of empirical research]. *Zeitschrift für Pädagogik*, 41, 73-92.
- Dizinger, V., Fussangel, K., & Böhm-Kasper, O. (2011). Interprofessionelle Kooperation an Ganztagschulen aus der Perspektive der Lehrkräfte – Wie lässt sie sich erfassen und wie wird sie im schulischen Belastungs- und Beanspruchungs-Geschehen bewertet? [Interprofessional cooperation in all-day schools from the teachers' perspective – how can it be measured and how is it rated in events of stress and strain in teaching?]. In K. Speck, T. Olk, O. Böhm-Kasper, H.-J. Stolz, & C. Wiezorek (Eds.), *Ganztags schulische Kooperation und Professionsentwicklung. Studien zu multiprofessionellen Teams und sozialräumlicher Vernetzung*, (pp. 114-127). Weinheim, Germany: Beltz.
- Edwards, A., Daniels, H., Gallagher T., Leadbetter J., & Warmington, P. (2009). *Improving inter-professional collaborations: multi-agency working for children's wellbeing*. London, UK: Routledge.
- Edwards, A. (2011). Building common knowledge at the boundaries between professional practices: relational agency and relational expertise in systems of distributed expertise. *International Journal of Educational Research*, 50(1), 33–39.
- Engestrom, Y. (1999). *Perspectives on activity theory*. New York: Cambridge University Press.
- Fend, H. (2006). *Geschichte des Bildungswesens. Der Sonderweg im europäischen Kulturraum* [History of the educational system. The separate path in the European cultural area]. Wiesbaden, Germany: VS.
- Fischer, N., Klieme, E., Holtappels, H.-G. Stecher, L., & Rauschenbach, T. (2013). *Ganztagschule 2012/2013. Deskriptive Befunde einer bundesweiten Befragung* [All-day schooling 2012/2013. Descriptive results of a national survey]. Frankfurt a. M., Germany: DIPF.
- Fischer, N., Kuhn, H. P., & Pfaar, J. (2017). *Professionalization for multi-professional cooperation in german all-day schools*. Paper presented at the First WERA-IRN Extended Education Conference, Bamberg, Germany.
- Fischer, N., Radisch, F., & Schüpbach, M. (2014). International perspectives on extracurricular activities: conditions of effects on student development, communities and schools – editorial. *Journal for Educational Research Online*, 6(3), 5–9.
- Freeman, M., Miller, C., & Ross, N. (2000). The impact of individual philosophies of teamwork on multi-professional practice and the implication for education. *Journal of interprofessional Care*, 14(3), 237-247.
- Frost, N. (2001). Professionalism, change and the politics of life-long learning. *Studies in Continuing Education*, 23(1), 5-17.
- Frost, N. (2005). *Professionalism, partnership and joined-up thinking: a research review of front-line working with children and families*. Dartington, UK: Research in Practice.
- Harker, R., Dobel-Ober, D., Berridge, D., & Sinclair, R. (2004). More than the sum of its parts? Inter-professional working in the education of looked after children. *Children and Society*, 18(3), 179-193.
- Hansen, M. (1999). *Yrkeskulturer i möte: läraren, fritidspedagogen och samverkan* [The meetings between professional cultures: teacher, leisure time pedagogues and cooperation] (Doctoral dissertation). Retrieved from https://gupea.ub.gu.se/bitstream/2077/7609/1/gupea_2077_7609_1.pdf
- Holtappels, H. G. (2006). Stichwort: Ganztagschule [Keyword: all-day school]. *Zeitschrift für Erziehungswissenschaft*, 9(1), 5-29.

- Holtappels, H. G., Klieme, E., Rauschenbach, T., & Stecher, L. (Eds.) (2008). *Ganztagsschule in Deutschland. Ergebnisse der Ausgangserhebung der „Studie zur Entwicklung von Ganztagsschulen“ (StEG)* [All-day schooling in Germany. Results of the initial survey „Study on the Development of All-day Schools (StEG)“] (2nd ed.). Weinheim, Germany: Juventa.
- Honig M.-S. (2007). Kann der Ausbau der institutionellen Kinderbetreuung das Vereinbarkeitsproblem lösen? Rückfragen an den familienpolitischen Konsens [Can the development of institutional childcare solve the compatibility problem? Enquiries to the family policy consensus]. In F. Lettke & A. Lange (Eds.), *Generationen und Familien* (pp. 354-377). Frankfurt a. M., Germany: Suhrkamp.
- Jansson, M. (2018). Risken är ju att det blir mer skola av det. En studie om teknik på fritidshem [The risk is that there will be more school. A study about technology in leisure time centre] (Comp.). Linköping, Sweden: Linköping University.
- Jutzi, M., Schüpbach, M., & Thomann, K. (2013). Bedingungen multiprofessioneller Kooperation in zehn Schweizer Tagesschulen [Conditions of multi-professional cooperation in ten Swiss all-day schools]. In Schüpbach, M., A. Slokar, & W. Nieuwenboom (Eds.), *Kooperation als Herausforderung in Schule und Tagesschule* (pp. 95-112). Bern, Switzerland: Haupt Verlag.
- Klerfelt, A. & Haglund, B. (2014). Presentation of research on school-age educare in Sweden. *International Journal for Research on Extended Education*, 2(1), 45-62.
- Kreis, A., Wick, J., & Kosorok Labhart, C. (2016). *Kooperation im Kontext schulischer Heterogenität* [Cooperation in the context of heterogeneity in schools]. Münster, Germany: Waxmann.
- Lago, L. & Elvstrand, H. (2017). Pupils' everyday transitions in school as a condition for social relations and activities in leisure time centres. *Early Years: An International Research Journal*. Retrieved from <https://doi.org/10.1080/09575146.2017.1371675>
- Miles, M. B., Huberman, A. M., & Saldaña, J. (2014). *Qualitative Data Analysis: A Methods Sourcebook (3rd edition)*. Los Angeles, London, Singapore, Washington D.C.: Sage Publications.
- Nittel, D. (2011). Von der Profession zur sozialen Welt pädagogisch Tätiger? Vorarbeiten zu einer komparativ angelegten Empirie pädagogischer Arbeiten [From the profession to the social world of pedagogical workers? Preliminary works on comparative empiricism of pedagogic work]. In W. Helsper & R. Tippelt (Eds.), *Zeitschrift für Pädagogik – 57. Beiheft* (pp. 40-59). Weinheim, Germany: Beltz Juventa.
- Robinson, M., Anning, A., & Frost, N. (2005). 'When is a teacher not a teacher?': knowledge creation and the professional identity of teachers within multi-agency teams. *Studies in Continuing Education*, 27(2), 175-191.
- Rohlin, M. (2012). *Fritidshemmets historiska dilemman: en nutidshistoria om konstruktionen av fritidshemmet i samordning med skolan* [The historical dilemma of the leisure time centre: a contemporary story about the construction of the leisure time centre in coordination with school]. Stockholm, Sweden: Stockholms Universitets Förlag.
- Rothland, M. (2012). *Belastung und Beanspruchung im Lehrberuf. Modelle, Befunde, Interventionen* [Stress and strain in the teaching profession. Models, results, interventions]. Wiesbaden, Germany: Springer.
- Schüpbach, M. (2010). *Ganztägige Bildung und Betreuung im Primarschulalter. Qualität und Wirksamkeit verschiedener Schulformen im Vergleich* [All-day schooling and childcare in primary education. Comparing quality and efficacy of different school types]. Wiesbaden, Germany: VS Verlag.
- Schüpbach, M., Jutzi, M., & Thomann, K. (2012). *Expertise zur Kooperation in verschiedenen Kooperationsfeldern. Dienstleistung zuhanden des ED Basel-Stadt* [Expertise on cooperation in different fields of cooperation. A service to the educational directorate of the canton of Basel-Stadt]. Bern, Switzerland: Bern University.

- Schüpbach, M., Slokar, A., & Nieuwenboom, W. (2013). *Kooperation als Herausforderung in Schule und Tagesschule* [Cooperation as a challenge in school and all-day school]. Bern, Switzerland: Haupt.
- Schuler Braunschweig, P. & Kappler, C. (2017). Tagesstrukturen und Tagesschulen in der Stadt und im Kanton Zürich [Day structures and all-day schools in the city and the canton of Zurich]. In M. Schüpbach, L. Frei, & W. Nieuwenboom (Eds.), *Tagesschulen. Ein Überblick* (pp. 85-99). Wiesbaden, Germany: Springer Verlag.
- Schütz, A. (2015). Die soziale Situation beim Mittagessen in der Ganztagschule [The social situation of lunch in all-day schools]. In S. Reh, B. Fritzsche, T.-S. Idel, & K. Rabenstein (Eds.), *Lernkulturen: Rekonstruktion pädagogischer Praktiken an Ganztagschulen* (pp. 204-218). Wiesbaden, Germany: VS.
- Speck, K., Olk, T., & Stimpel, T. (2011). Professionelle Kooperation unterschiedlicher Berufskulturen an Ganztagschulen – Zwischen Anspruch und Wirklichkeit [Professional cooperation between different professional cultures in all-day schools – claims and reality]. In K. Speck, T. Olk, O. Böhm-Kasper, H.-J. Stolz, & C. Wiezorek (Eds.), *Ganztagschulische Kooperation und Professionsentwicklung. Studien zu multiprofessionellen Teams und sozialräumlicher Vernetzung* (pp. 69-84). Weinheim, Germany: Beltz.
- Spies, A. & Stecklina, G. (Eds.) (2005). *Die Ganztagschule. Keine Chance ohne Kooperation – Handlungsformen und institutionelle Bedingungen* [All-day School. No Chance Without Cooperation – Operating Forms and Institutional Conditions] (Vol. 2). Bad Heilbrunn, Germany: Klinkhardt-Verlag.
- Steiner C. & Tillmann K. (2011). Koordinierte Vielfalt? Über die Arbeit in multiprofessionellen Ganztagssteams [Coordinated diversity? Working in multi-professional all-day teams]. In K. Speck, T. Olk, O. Böhm-Kasper, H.-J. Stolz, & C. Wiezorek (Eds.), *Ganztagschulische Kooperation und Professionsentwicklung. Studien zu multiprofessionellen Teams und sozialräumlicher Vernetzung* (pp. 48-68). Weinheim, Germany: Beltz.
- Strauss, A. & Corbin, J. (1998). *Basics of qualitative research: techniques and procedures for developing grounded theory* (2nd ed.). Newbury Park, CA: Sage.
- Stringer, E.T. (2007). *Action research* (3rd ed.). Los Angeles, CA: Sage.
- Swedish National Agency of Education (2018). *Curriculum for the compulsory school, preschool class and the recreation centre*. Stockholm, Sweden: Skolverket.
- Tillmann, K. & Rollett, W. (2011). Multiprofessionelle Kooperation und Partizipation an Ganztagschulen – welche Auswirkungen hat die strukturelle Einbindung des weiteren pädagogisch tätigen Personals auf die berufsgruppenübergreifende Zusammenarbeit? [Multi-professional cooperation and participation in all-day schools - which effects does the structural integration of the educational staff have on inter-professional cooperation?]. In K. Speck, T. Olk, O. Böhm-Kasper, H.-J. Stolz, & C. Wiezorek (Eds.), *Ganztagschulische Kooperation und Professionsentwicklung. Studien zu multiprofessionellen Teams und sozialräumlicher Vernetzung* (pp. 29-47). Weinheim, Germany: Beltz.
- Tyrell, H. & Vanderstraeten, R. (2007). Familie und Schule: Zwei Orte der Erziehung [Family and school: two places of education]. In J. Aderhold & O. Kranz (Eds.), *Intention und Funktion. Probleme der Vermittlung psychischer und sozialer Systeme* (pp. 159-174). Wiesbaden, Germany: VS.
- Vesterinen, O., Kangas, M., Krokfors, L., Kopisto K., & Salo, L. (2017). Inter-professional pedagogical collaboration between teachers and their out-of-school partners. *Educational Studies*, 43(2), 231-242.
- Wenger, E. (1998). *Communities of practice*. Cambridge, UK: Cambridge University Press.
- Züchner, I. (2013). Formale, non-formale und informelle Bildung in der Ganztagschule [Formal, non-formal and informal education in all-day schools]. *Jugendhilfe*, 51, 26–35.

Information on the Authors

Patricia Schuler Braunschweig, Prof. Dr., lecturer, Zurich University of Teacher Education. Main areas of work: Teacher Profession, Development of All-day schooling, Multi-professional Cooperation, Extended Education.

Helene Elvstrand, Dr. phil., lecturer, Linköping University. Main areas of work: Children's right issues, Children's meaning-making and social relations, Policy enactment.

Christa Kappler, Dr. phil., lecturer, Zurich University of Teacher Education. Main areas of work: Teacher Profession, Development of All-day schooling, Gender and Diversity, Career Choice.

Lina Lago, Dr. phil., lecturer, Linköping University. Main areas of work: Children's meaning-making and social relations, Transitions in early childhood, Policy enactment.

Magnus Jansson, Licentiate, lecturer, Linköping University, Main areas of work: Technology in After school care, Policy enactment.

Emanuela Chiapparini, Prof. Dr. phil., lecturer, Bern University for Applied Sciences. Main areas of work: All-day schooling, Extracurricular Activities, User Involvement.