



**Utrecht
University**

Effect of Extended Schooltime on Self-Confidence of Elementary School Children

This thesis has been written as a study assignment under the supervision of a Utrecht University teacher. Ethical permission has been granted for this thesis project by the ethics board of the Faculty of Social and Behavioral Sciences, Utrecht University, and the thesis has been assessed by two university teachers. However, the thesis has not undergone a thorough peer-review process so conclusions and findings should be read as such.

Lot Kooijman [6544681]

Supervising lecturer: Dr. Gerdien van Eersel

Master Youth Studies

Wordcount: 4997

9-6-2023

Abstract (English)

In the Netherlands unequal opportunities are a recognized societal issue. To tackle this, Levgroep implemented the *verlengde schooldag* (VSD) in Helmond, extending the schooltime. The VSD aims to increase equal opportunities by among other things enhancing self-confidence. This study examines how the program utilizes strategies like enhancing domain knowledge, emotional well-being, and positive reflection. Semi-structured interviews were conducted with parents of VSD participants (N=8), and pedagogical professionals (N=4). Findings indicate that children in the VSD acquire improved social skills, although their development of subject-specific knowledge is limited. Their curiosity in diverse subjects, motivating participants to further explore and pursue learning increased, ultimately resulting in increased domain knowledge. The VSD does increase emotional wellbeing, as children experience a different learning environment or *wow-factor*. The program primarily focuses on praising accomplishments while largely ignoring failures. To foster a growth mindset, it would be beneficial to praise efforts and the learning process itself. The VSD is slightly sequenced, very active but not very focused and explicit, not fully meeting Durlak's (2010) conditions for effective extended schooltime. The study also looked to what extent the conditions of Appelhof (2009) are met, finding a large degree of compliance.

Keywords: SES, Extended schooltime, Self-confidence, qualitative research

Abstract (Nederlands)

In Nederland worden ongelijke kansen erkend als een maatschappelijk probleem. Om dit aan te pakken, heeft Levgroep de verlengde schooldag (VSD) ingevoerd in Helmond. De VSD heeft als doel gelijke kansen te vergroten door onder andere het vergroten van zelfvertrouwen. In deze studie is onderzocht hoe het programma strategieën zoals het versterken van domeinkennis, emotioneel welzijn en positieve reflectie gebruikt. Semi-gestructureerde interviews zijn gehouden met ouders van VSD-deelnemers (N=8) en pedagogische professionals (N=4). De bevindingen tonen aan dat sociale vaardigheden worden verbeterd, hoewel de ontwikkeling van domein specifieke kennis enigszins beperkt is. Kinderen ontwikkelen echter wel nieuwsgierigheid naar diverse onderwerpen, wat motiveert om verder te verkennen, wat resulteert in meer domeinkennis. De VSD verhoogt ook het emotionele welzijn, aangezien kinderen een andere leeromgeving ervaren oftewel een 'wow'-factor. De pedagogische medewerkers richten zich voornamelijk op het complimenteren van prestaties, terwijl falen grotendeels wordt genegeerd. Om een groeimindset te bevorderen, zouden inspanningen en het leerproces zelf geprezen kunnen worden. De VSD is enigszins sequentieel, zeer actief maar niet erg gefocust en expliciet, waardoor het niet volledig voldoet aan de voorwaarden van Durlak (2010) voor effectieve schoolverlenging. Er is ook gekeken naar de voorwaarden van Appelhof (2009), hier is grotendeels aan voldaan.

Trefwoorden: SES, Verlengde schooldag, Zelfvertrouwen, kwalitatief onderzoek

1. Introduction

1.1 Introduction

In the Netherlands equal opportunities are seen as great value for the society and individuals. The Dutch inspectorate of education stated that one of the core tasks of education is ‘selection and equal opportunities’. This entails that students will be placed in an educational level that matches their academic capabilities (Baltussen et al., 2020). Unfortunately the Dutch inspectorate found that children of parents with a lower level of education (maximum mbo 2) receive generally a lower advice (vmbo) than children of parents with a higher level of education (hbo or wo) who receive a higher advice (vwo). There are multiple explanations for this phenomenon, for example the inability of parents to teach their children academic skills at home.

Schoon et al. (2002) found that the relationship between the socioeconomic status (SES) of the parents and the social status of a child in adult life is completely mediated by academic performance of the child. This means there is no direct relation between SES of the parents and the social status of a child in adult life. What happens during the development of the child can have a great impact on SES. This implies that education can play a large role in equal opportunities for children with low SES parents. Positive experiences with education are important for creating self-confidence, and this self-confidence is important to continue pursuing education (Grijpstra et al., 2019; Maslowski, 2019).

De verlengde schooldag (VSD), which translates to “the extended school day” is a program in the city Helmond aiming to create equal opportunities and stimulate talent development (Ministerie van Onderwijs, Cultuur en Wetenschap, 2022). This is done by organizing activities for the children in low SES neighbourhoods. This research is executed at the request of LEV-groep who is responsible for the implementation of the VSD in Helmond and is performed by an independent researcher. This chapter will first give information about other interventions extending the schooltime will be given, followed by specific information on the VSD in Helmond and finally suggestions on how the VSD could increase self-confidence are given.

1.2 Extending the schooltime

Extending the schooltime is not a new intervention method. Patall (2010) found that this can be especially effective for students most at risk of school failure and for low SES-schools. Durlak et al. (2010) did a US based meta-analysis of 75 reports on after-school Social and Emotional Learning (SEL) programs. SEL programs focus on skills such as self-

awareness, self- management, social awareness, interpersonal skills, decision making skills, and responsible behaviours. Participants demonstrated increases in self-perceptions and bonding to school, positive social behaviours, school grades and levels of achievement and significant reduction in problem behaviours when the programs met the SAFE conditions. SAFE stands for sequenced, active, focused, and explicit. Sequenced activities are connected and coordinated, this is important because complicated or difficult skills must be broken down into steps and these steps need to be connected. Active involves learning by doing, children should have the opportunity to practise. Focused means there is time dedicated developing personal or social skills and explicit means the learning objectives are clear. Another meta-analysis of 213 studies by Durlak et al. (2011) found that the SAFE conditions moderated positive student outcomes of school-based SEL programs.

Appelhof (2009) gave an overview of different ways of extending the schooltime in the Netherlands, the US and England. Based on this overview, the researcher provided recommendations for extending the schooltime. These recommendations are focused on extended schooltime with a focus on increasing academic performance but the importance of enrichment of the program with non-academic activities is acknowledged. The following recommendations are applicable to programs focussing on social and emotional skills like the VSD: (1) Clear target group and a careful selection procedure, children lacking opportunities at home. (2) The VSD should have features of effective education, E.g. positive approach of the students, focus on approval, accommodating to individual needs, and monitoring of progress, (3) The program should be compatible with the regular education, they need to have the same vision on education, this entails intensive interacting between teachers and pedagogical professional. (4) Active involvement of the parents. And (5) basic conditions are met in terms of budget, materials, space and time.

Research on extended schooltime programs in the Netherlands is limited. An example of an after-school program in the Netherlands that tries to increase self-confidence in students is “playing for success”. This project has proven to be effective in Great Britain where it decreased learning delays and improved self-confidence and self-image for underperforming children. In the Netherlands the project is implemented in the cities Zwolle, Eindhoven, The Hague and Arnhem. A qualitative study on the perceptions of the users of the program shows that it is the *wow-factor* that makes children enthusiastic which helps them to increase self-confidence. By *wow-factor* the authors mean the totally different learning environment (football stadium). (Cevaal & Lucassen, 2010).

1.3 Self-confidence

Maclellan (2014) defines self-confidence as a view that a person has of themselves, it is a part of self-representation and is associated with the person's impression of their competence in a specific domain, context or situation. She found that the research on self-confidence, shows it to be both trait-like and thus stable over time and domain-specific and thus diverse in different contexts. She describes two sources influencing self-confidence: opportunities to confirm or enhance emotional wellbeing and opportunities to enhance knowledge in a certain domain/field. Emotional wellbeing is important because it allows children to talk about their thoughts and feelings, to articulate their feelings and build social relationships. Children build their self-concept on how they perceive their competence in various domains, therefore increasing domain knowledge is important.

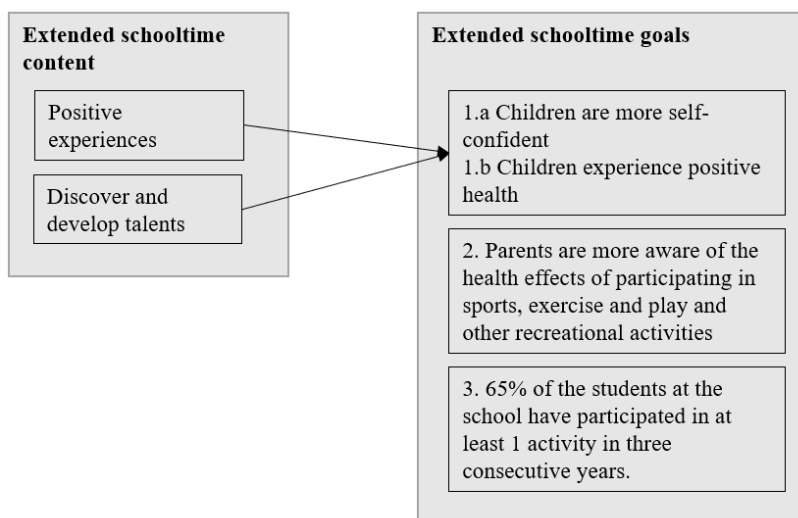
Successful experiences are crucial in middle childhood (6-10 years) to gain self-confidence because this is a period where the children start to be able to reflect on their own successes and failures due to their cognitive changes (Eccles, 1999). Their world is broadened encompassing peers, adults, and activities outside the family, and they are exposed to social comparison and competition in peer group in and outside the classroom.

1.4 The VSD

The VSD introduces children to activities they might not experience at home, for example because of limited financial resources of the parents. The activities are in the subject of sport, art and culture or orientation towards yourself and the world. According to Bourdieu inequality has multiple dimensions, not only the economic capital of the family is important but also the social capital, this is the access to a social network, and the cultural capital which includes for example education of the parents and knowledge about social norms (Dillon, 2009). During the VSD children can access cultural capital.

The year is divided in five periods, each lasting 4 to 6 weeks. The activities in one period are usually within one theme. Participation is voluntarily and children register themselves for an activity sequence. In the final report of the VSD Helmond 2016-17 t/m 2018-19 are three goals formulated. The first two goals are relevant for the contents of the goals whereas the third goal focusses on the reach of the program. The first goal can be divided in two different goals. For the first goal they already describe how they expect to reach these goals. The goals are visualised in figure 1.

Figure 1
the VSD goals



The second goal is not discussed extensively in the reports of the VSD. Possibly because they are more focussed on the first goal. For this research I'll focus on the first part of the first goal.

1.5 The current study

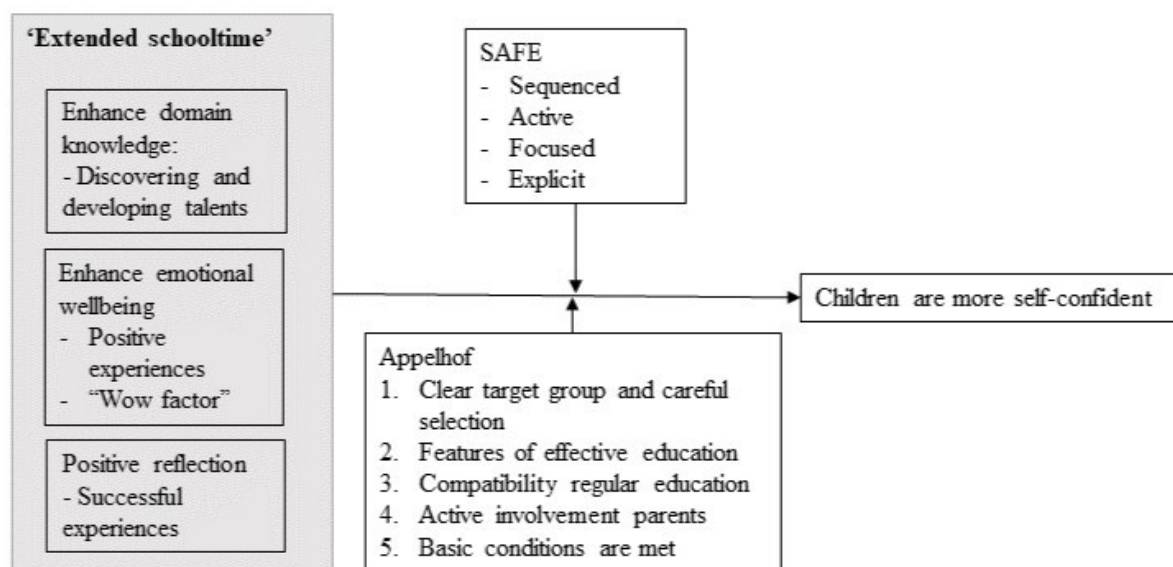
The first question that this research seeks to answer is: What specific components of the VSD contribute to an increase in children's self-confidence? While there have been studies on the effects of programs like the VSD, information about what a program like this looks like is limited. To address this question, I will examine three aspects that are expected to be crucial: domain knowledge enhancement, emotional wellbeing enhancement, and positive reflection. These aspects are illustrated in Figure 2. I expect discovering and developing talents to be important for enhancing domain knowledge and the positive experiences for enhancing emotional wellbeing. What Cevaal and Lucassen (2010) call the *wow-factor*, I expect to contribute to the enhanced emotional wellbeing. The VSD is often held in the same building as regular school classes, but the different teaching methods, subjects, teachers, and classmates create a sense of a different environment. I expect the children to reflect on their own successes and failures in a positive light because of the successful experiences. And I expect this to contribute to self-confidence because of what Eccles (1999) explains about middle childhood being a period of cognitive and environmental change.

The second question will focus on exploring the necessary conditions for effective VSD. Specifically, the research will investigate whether the VSD meets the SAFE conditions

outlined by Durlak (2010) and to what extent it meets the conditions identified by Appelhof (2009).

Figure 2

Research model



2. Methods

2.1 Participants

In-depth interviews were selected as the data collection method for both research questions, as they allowed for a thorough exploration of the specific components of VSD that contribute to building self-confidence, as well as the conditions necessary for effective implementation. Qualitative in-depth interviews were conducted with two groups: parents of children who attend the VSD and pedagogical professionals who guide the VSD.

I was introduced to the parents by the pedagogical professionals responsible for the VSD on two elementary schools: Silvester Bernadette and de Straap/Rakt, which recently merged. These schools were chosen due to their relatively large size and the fact that the VSD has been implemented there for more than five years. The pedagogical professionals helped to get in touch with the parents by distributing printed information letters and sending these letters via email. All parents were offered a voucher of 15 euros, financed by lev group, to stimulate participation. The parents who were interested contacted me or one of the pedagogical professionals to get in touch with me. All 8 parents interviewed had one or more children participating in the VSD. During some interviews their children were present. Most

interviews were in Dutch but sometimes the interview was (partially) in English when the parent was not fluent in Dutch.

The second group of participants were pedagogical professionals of the VSD. The 2 pedagogical professionals that helped me to get in touch with parents participated as well as 2 other pedagogical professionals. A total of 4 pedagogical professionals participated in this research.

2.2 Procedure

The interviews with the parents were conducted inside the school building, in a neighbourhood house close to the school, online, or over the phone, depending on the participant's preference. Prior to the interview, the respondent read an information letter which ended with an informed consent statement. This informed consent stated that participation in the study is completely voluntary, and they can withdraw their participation at any time. The participants were aware that the research is about the VSD and how this program is affecting their child. All pedagogical professionals were interviewed online.

The interviews were semi-structured, questions were prepared in advance but during the interviews I deviated from the questions where necessary. Microsoft Teams and Google Meet were used for the online interviews. A mobile device was used to record the physical interviews, unfortunately there were brief technical issues in certain sections of the recordings, efforts were made to transcribe the interviews as accurately as possible. Transcription software from Microsoft in Teams and Word was utilized to make verbatim transcriptions of the interviews, these transcripts needed to be corrected manually. Quotes used in this paper are translated from Dutch to English by the researcher, translations can be found in appendix 4.

Nvivo was used to organize the relevant themes identified in the literature in codes, which were connected to useful parts of the interviews in order to find patterns in the things that people said during the interviews. Codes were made in advance based on the literature and new codes were created during the analysis of the interviews. The code tree can be found in appendix 6.

The data has been processed anonymously in this research. The recordings of the interviews were deleted after they had been transcribed. names, places and other recognizable data are not written down in the transcripts. The transcriptions were stored in the secure environment YoDa to protect the data.

2.3 Operationalisation

The interview guide is based on the operationalisation of the concepts from the research model. The operationalisation for the concepts necessary for the interviews with the parents can be found in table 1 and the operationalisation for the interviews with the pedagogical professionals in table2. The interview guides can be found in appendix 5.

Table 1

Operationalisation of the variables for the interviews with the parents

Latent variable	Operationalisation	Reference
Enhance domain knowledge	- Discovering talents - Developing new skills	Maclellan, 2014
Enhance emotional wellbeing	- Positive experiences - <i>wow-factor</i> (Different learning environment)	Maclellan, 2014; Cevaal & Lucassen, 2010
Positive reflection	- Being self-aware of own capabilities - Being positive about own capabilities - Successful experiences	Eccles, 1999
Self-confidence*	- View child has of their own competence in a specific domain, context or situation: social situations, academic situations, general skills, sports	Maclellan, 2014

* The operationalisation of self-confidence is necessary to be able to discuss the concept of self-confidence in relation to the VSD, although individual self-confidence is not my interest.

Table 2

Operationalisation of the variables for the interviews with the pedagogical professionals

Latent variable	Operationalisation	Reference
Sequenced	- Activities are connected and coordinated	Durlak et al, 2010

Active	<ul style="list-style-type: none"> - Children learn by doing - Children have opportunity to practice 	Durlak et al, 2010
Focused	<ul style="list-style-type: none"> - Time dedicated to developing personal skills - Time dedicated to developing social skills 	Durlak et al, 2010
Explicit	<ul style="list-style-type: none"> - Learning objectives are clear - Youth know what they need to learn 	Durlak et al, 2010
Clear target group and careful selection	<ul style="list-style-type: none"> - Target group is known - Target group is clear - Target group is actively selected for the VSD 	Appelhof, 2009
Features of effective education*	<ul style="list-style-type: none"> - Positive approach of the students - Focus on improvement - Accommodating to individual needs - Monitor progress 	Appelhof, 2009
Compatibility regular education	<ul style="list-style-type: none"> - Same vision on (effective) education as regular education - Intensive contact between VSD pedagogical professionals and teachers 	Appelhof, 2009
Active involvement parents	<ul style="list-style-type: none"> - Involvement parents in organizing - Intensive contact between parents and pedagogical professionals 	Appelhof, 2009

Basic conditions are met	- Sufficient personal	Appelhof, 2009
	- Sufficient budget	
	- Sufficient space	
	- Sufficient materials	
	- Sufficient time	

*Due to the extensive nature of this aspect, limited opportunity exists to delve into specific details within this research.

3. Results

3.1 General information

3.1.1 Parents

All participants in this study had one or two children who had participated in VSD. VSD participation frequency ranges from 2 to 9 times. I did not interview multiple parents of the same child.

Table 3

Overview parents

Interview	Grade children participating VSD	Estimated frequency participating	Child present during interview
1.	Grade 4 and 7	2 times a year	No
2.	Grade 8 and 4	6 times and 4 times	No
3.	Grade 3	2 times	Yes
4.	Grade 4	2 times	No
5.	Grade 5	3 times	No
6.	Grade 4	4 times	Yes
7.	Grade 6 and 7	8/9 times	No
8.	Grade 6 and 7	80% and always	No

3.1.2 Pedagogical professionals

The pedagogical professionals were responsible for recruitment, keeping track of registrations and organising the activities. They all were responsible for VSD at 1 or 2 schools. They organized activities for children in grade 3 to 8.

3.2 Factors increasing self-confidence

3.2.1 Enhancing domain knowledge

In the interviews with the pedagogical professionals enhancing domain knowledge did emerge as a theme from the data. They mentioned multiple times children being introduced to new activities, children developing new skills and children discovering new talents. An example of a child discovering a new talent is a child who became skilled in playing the guitar and another who took kickboxing lessons and later joined a club.

The data did not reveal any instances of parents reporting their children developing new talents during the VSD, except for one parent who believed that their child might have discovered a talent through the program. Finding interest in new topics did emerge from the data, this was mentioned by 5 parents and also by all pedagogical professionals. Examples are cooking, new foods, science and working with green screens. The children got interested in a subject at the VSD and wanted to do continue engaging in this subject at home.

I definitely notice that after she had the VSD with a greenscreen... Yes, she delves into it more, so to speak. So, that's something I really noticed with that lesson, that she's really, after the VSD, delving into it also in her free time. (interview parent 5, translated by researcher)

Developing new skills was mentioned by six parents, this was mostly about very small things. Three parents do not seem to believe very strongly in skill development during the VSD. The parents did express a strong belief in the idea of their child developing social skills. Four parents explicitly mentioned the VSD being beneficial for the social skills of their child. The other 4 parents did mention the child interacting with more/other children during the extend school day.

But in terms of development of my, of our children I can't say that the VSD is beneficial outside the social aspect and the activity, it doesn't contribute anything actually. (Interview parent 2, translated by researcher)

3.2.2 Enhancing emotional wellbeing

All parents believe the VSD is very enjoyable for the children. The experiences of the children are mentioned to be very positive. However, when asked specifically about whether the VSD made their children happier, 3 parents said that their children were not more or less

happy than on a regular day, while 3 other parents said that their children were definitely happier after the VSD.

The pedagogical professionals mentioned how VSD is perceived as a positive experience by the children and they mentioned that they want to make sure the activity is fun for the children. They believed the children find it more enjoyable than regular school. The pedagogical professionals receive positive feedback from parents and children.

I also looked at the things making the VSD different from regular schools. These factors can contribute to the *wow-factor*. One thing that makes the VSD different from regular education is the VSD is chosen by the children themselves as mentioned by 2 parents and. Three parents mentioned the children don't feel obligated to learn something during the VSD. They go to the VSD to do something fun. On the contrary, two other parents also mentioned pushing the child to participate to get them out of their comfort zone. They did believe this helped them with their self-confidence.

And at first, he doesn't want to go, but at the end of the class, he is super happy that he participates. So we are pushing him to participate more. Yeah, but we are enjoying. (Interview parent 4)

According to 3 pedagogical professionals, the inclusion of children's input in the VSD makes it different from a typical school day. The activities are chosen or adjusted to align with the children's preferences, interests, and desired experiences. This can also contribute to the feeling of a different learning environment, the *wow-factor*.

A thing mentioned by 4 parents when asked how the VSD differs from a regular day of school is the more hands-on approach in for example science or cooking class. The way of learning is more active than a regular day of school.

Yes at school only learning.. Something like that, there is very much to learn, but the VSD is something to.... For example hobby, something to do, to have fun with other children or with something other than just school, so to speak. You have more games yes. For example, cooking is something to do, it is more than just practice, more than just theory. (Interview parent 6, translated by researcher)

The different learning environment or *wow-factor* was in one instance a literally different environment: the VSD was at a community centre nearby. In most cases the *wow-factor* was

seen in the shape of the different way of teaching. All pedagogical professionals suggest that the VSD is more relaxed. The way of teaching is less strict. The pedagogical professionals do offer structure but more relaxed than a regular school day.

3.2.3 Positive reflection

Successful experiences can help the children reflect on their own capabilities in a positive light and be more self-confident according to two parents. Doing something well gave a child a boost in her self-confidence. Another child discovered he was good at something. .

I think they were for a while busy with the escape room? Yes with things, unlocking. That's what [son's name] likes and he said yes, mommy I can do it. (Interview parent 7, translated by researcher)

The pedagogical professionals help the children to reflect on own success in a positive light by giving praise for achievement, this was mentioned by 3 pedagogical professionals. Two pedagogical professionals mentioned deliberately ignoring failures or tasks in which a child is less talented.

See, it may be that you are less good at something, but it's not that I would point that out. I would rather highlight the qualities. (Interview pedagogical professionals 4, translated by researcher)

3.3 Conditions effective extended schooltime

3.3.1 SAFE

The VSD is organized into five periods per year, each lasting 4 to 6 weeks. Children are expected to attend these lessons every week and engage in activities that follow a specific sequence. When needed, the sequence can be divided to accommodate more children. While activities should be logically **sequenced**, there isn't a strong emphasis on creating a perfectly sequenced activity series and the things they learn do not always build on top of each other.

All pedagogical professionals agreed that the type of learning in the VSD is very **active** in nature. Activities are always organised in a way that the children themselves can perform the activity. Learning is far from passively receiving information. In some cases there can even be forms of Active learning identified in the ways they resolve conflicts.

Think about what else you can do yourself? What are other options to do? And then I let them answer that themselves and then I say yes, go and investigate, go and see if that is possible, sit next to someone else, see if that improves things. (Interview pedagogical professionals 2, translated by researcher)

For the third condition, **focused**, Durlak (2010) states that sufficient time should be dedicated to developing personal and social skills. The VSD mainly focuses on introducing children to new activities rather than focussing on personal and social skills, making it not very focused. Lastly, learning objectives should be **explicit** for the learners. During the VSD this does not seem to be the case. Some pedagogical professionals do mention they would like to work more with learning goals etc. but they do not have the time to do this.

3.3.2 Oberon

The first point of Appelhof is the (1) **clear defined target group and careful selection** of this target group. The VSD aims to reach children who lack opportunities for extracurricular activities. While the pedagogical professionals are aware of this, the selection process is not specifically tailored to accommodate this group. Most interviewed parents (6) mentioned their children being enrolled in some kind of extracurricular activities. Any child can join, but if the number of registrations exceeds capacity, some children may be turned away. In such cases, priority is given to those who did not participate previously. However, exceptions have been made, such as creating spots for children in need based on teacher consultation or inviting specific children to join for their benefit. Thus, while the target group is generally clear, it is not specifically targeted, allowing for exceptions based on individual circumstances.

The second point is (2) **features of effective education**. The positive approach was mentioned by all pedagogical professionals, they are less strict and try to build a friendly and light-hearted relationship with the children. Accommodating to individual needs was also mentioned in different shapes by all pedagogical professionals. For instance, a pedagogical professional provided older children with the opportunity to assist in the VSD activities for younger children when the scheduled VSD activity for their own grade was not

suitable. Focus on improvement and monitoring progress were not really present. Another aspect of effective education that was important for the pedagogical professionals is the classroom management. They emphasized the significance of ensuring smooth operations in the classroom, particularly due to the presence of various guest teachers.

The third point (3) **compatibility with regular education** seems to be present. there is a good relationship between the school and the pedagogical professionals. There is frequent communication between the two parties to ensure that the activities run smoothly. The pedagogical professionals discuss the activities with the school's teachers and contact person each period. The vision on effective education seems to be aligned. Two pedagogical professionals mentioned following the same basic rules as the regular teachers.

All 4 pedagogical professionals thought (4) **parental involvement** was important. Three of them actively shared pictures with parents, one wanted to do this but did not have the time for this. They all contact the parents when problems occur. All four mentioned giving the parents opportunities to go and see what the children did during the VSD. So the contact between the parents and pedagogical professionals is extensive but they are not involved in organizing.

(5) **Basic conditions** are mostly met. The pedagogical professionals have enough materials, space and staff available. Shortage in time was mentioned by one pedagogical professional. And all pedagogical professionals mentioned that more money available would mean they would be able to do more, but they always manage to find creative solutions to execute their plans.

4. Discussion

4.1 Enhance domain knowledge

The first research question focussed on what aspects of the VSD contribute to an increase in self-confidence for children. Enhancing domain knowledge, enhancing emotional wellbeing and positive reflection were expected to contribute to self-confidence.

The hypothesis that by discovering and developing talents children would increase their domain knowledge during the VSD and this would increase their self-confidence is partly confirmed by the interviews. While talent development was not a strong belief among parents, they did express confidence in their children's social skills improving during the VSD. According to Maclellan (2014) enhancing domain knowledge in a certain domain or field increases self-confidence. During the VSD, children do develop a little bit of skills in various domains but they mostly develop social skills. This can help with self-

confidence especially because proper social competence is important for wellbeing (Holopainen et al, 2012). Emotional wellbeing is also important for self-confidence. The children do really get made curious about subjects during the VSD, if this is a motivation for them to learn more about this, this could lead to more skill development.

4.2 Enhance emotional wellbeing

All parents and pedagogical professionals see the VSD as a positive experience for children, and it is likely this is contributing to emotional wellbeing. Some parents noticed increased happiness and enjoyment. The unique aspects of the VSD, such as autonomous choice, hands on approach and active learning, were highlighted. This can contribute to a feeling of a different learning environment, the *wow-factor*. A big difference with the regular school day is the intrinsic motivation the children experience. They choose themselves to participate and they do not feel obligated to learn. This is in line with research stating that autonomous types of motivation, acting out of personal choice instead of external factors, are associated with wellbeing as outcome (Deci & Ryan, 2012). The pedagogical professionals focused on creating a relaxed and pleasant learning environment during the extended school day. This also contributes to the feeling of a different learning environment or the *wow-factor*. The *wow-factor* does indeed increase enthusiasm, which can help increase self-confidence like the study of Cevaal and Lucassen (2010).

4.3 Positive reflection

Positive reflection was harder to discuss with parents and pedagogical professionals, because they both don't have the complete knowledge to answer questions regarding this topic. Some parents and pedagogical professionals see that successful experiences happen during the VSD and that this contributes to an increase in self-confidence. The pedagogical professionals help the children to reflect on the positive experiences in a positive light by complimenting them. This is in line with Eccles (1999) theory that successful experiences during this period are really important because children learn to reflect on their own capabilities due to cognitive changes and changes in the environment.

Some parents, mentioned they needed to push their children a little bit to participate. They mentioned that being pushed outside of the comfort zone is good for self-confidence. Maclellan (2014) describes how enhancing domain knowledge can increase self-confidence. Pushing the children outside their comfort zone could give them more

opportunities to increase their domain knowledge. It can also provide them with a successful experience that helps them reflect on their capabilities in a positive manner.

Failures are mostly ignored. Although it is mentioned that a pedagogical professional talks about learning the children it is ok to not be good at everything. To create a growth mindset in children it is important to learn them to focus on the learning process instead of the accomplishments (Dweck, 2017). According to research of Dweck praising the children's accomplishment gives them a fixed mindset, making it harder to deal with failures in the future. Pedagogical professionals could focus more with failures and successes on complimenting the effort put in the task.

4.4 SAFE

The second research question looked at conditions for effective VSD. The VSD does not fully fulfil the SAFE conditions of Durlak (2010). The activities were sequenced logically in small sequences but the learning steps between sessions could be linked more. And the sequences could be longer than 4-6 sessions. The learning during the VSD was described as very active by both parents and pedagogical professionals. The VSD is not very Focused, this makes sense because it children are often introduced to new activities. Learning objectives were not made Explicit due to time constraints.

4.5 Appelhof

The conditions of Appelhof are mostly met. (1) clear target group and careful selection; the target groups is clear but the selection could be better. The target group are children who don't get the opportunity to go to such activities. Children are not explicitly chosen because of their background, although it did happen in one case. Almost all of the parents interviewed mentioned the children going to one or more extracurricular activities, this means they are not the children who are the best fit with the target group. The VSD could be more explicitly selective on the target group.

(2) Features of effective education; features of effective education are present. Pedagogical professionals have a positive approach toward the children, they accommodate to individual needs, and ensuring a well-managed classroom environment that facilitates smooth and uninterrupted activities. There could be more focus on improvement and monitoring of progress.

(3) Compatibility with the regular education is present. There is intensive contact between the schools and the pedagogical professionals of the VSD. Basic rules are the same and they have the same vision.

(4) Active involvement parents is clearly present during the VSD, they have the possibility to contact the pedagogical professionals easily. Opportunities for parents to visit are given. However, they are not really involved in organising.

Finally, (5) basic conditions for the VSD are met, such as materials, space, and staff, although more funding would allow for additional opportunities.

4.6 Reflection

While conducting this study, several limitations were encountered that should be acknowledged. One notable limitation was the language barrier that was present in one case. The participant did not possess proficient command of both English and Dutch, the languages I, as the researcher, am proficient in. As a result, the conversation proved to be more challenging than anticipated.

Another limitation of the study was the limited knowledge of some parents regarding the VSD program and the knowledge about their child's self-confidence. It was evident from the interviews that the parents did not have a complete view on the VSD. This could be the case because some of the children did not participate in the VSD that often. It appeared to be hard to answer question about the child's self-confidence. Some parents were able to say something about the topic but they did not know how it relates to the VSD. This does not mean the view of parents is not important to investigate. Also the sample size of parents interviewed was relatively small, which could have restricted the generalizability of the findings.

Lastly, the study primarily focused on the perspectives of parents and did not extensively explore the viewpoints of the children themselves. Including the parents is, however, also a strength of this study. It includes the group of people who are very important for the children and who might not always be included in studying interventions. Another strength is the inclusion of the pedagogical professionals. Combining two viewpoints in one study allows us to compare the two.

4.7 Recommendations

There are 3 recommendations for implementing programs like the VSD based on this research. (1) To truly develop talents there should be more time spend on

one activity. It takes time to develop a skill. It should be focused on the goal and the goal should be explicitly told to the children. (2) Try to focus on complimenting the process of learning and the effort children make instead of complimenting successes and ignoring failures. (3) The target group could be more actively targeted. A discussion with teacher about which children can really benefit from the VSD could help.

To really understand how programs like the VSD can increase self-confidence more research is necessary. Quantitative studies like an effect study is necessary to say something about the effectiveness of a program like the VSD. More in depth interviews can also be beneficial, especially interviews with the children. The different learning environment or *wow-factor* can be really beneficial. This aspect can be further investigated.

Reference List

- Appelhof, P. (2009). *Een Oriëntatie naar Verlengde Onderwijstijd Inrichting en effecten*. Oberon.
- Baltussen, M., Balvers, M., van den Berg, R., Boterman, W., van Breeschoten, L., Breuer, T., ... de Wolf, I. (2020). *De Staat van het Onderwijs 2020*. Inspectie van Het Onderwijs, Nederland. <https://www.onderwijsinspectie.nl/documenten/rapporten/2020/04/22/staat-van-hetonderwijs-202>
- Cevaal, A., & Lucassen, J. (2010). *Studie onder stakeholders naar de maatschappelijke uitstraling van Playing for Success*. W.J.H. Mulier Instituut Centrum Voor Sociaal-Wetenschappelijk Sportonderzoek.
- Deci, E. L., & Ryan, R. M. (2012). Self-determination theory. In P. A. M. Van Lange, A. W. Kruglanski, & E. T. Higgins (Eds.), *Handbook of theories of social psychology* (pp. 416–436). Sage Publications Ltd.
- Dweck, C. S. (2017). The journey to children's mindsets—and beyond. *Child Development Perspectives*, 11(2), 139-144.
- Dillon, M. (2009). *Introduction to Sociological Theory*. Hoboken, NJ, Verenigde Staten: Wiley.
- Durlak, J. A., Weissberg, R. P., Dymnicki, A. B., Taylor, R. D., & Schellinger, K. B. (2011). *The impact of enhancing students' social and emotional learning: A meta-analysis of school-based universal interventions*. *Child development*, 82(1), 405-432.
- Durlak, J. A., Weissberg, R. P., & Pachan, M. (2010). *A meta-analysis of afterschool programs that seek to promote personal and social skills in children and adolescents*. *American journal of community psychology*, 45, (3), p. 294-310.
http://www.flume.com.br/pdf/Durlak_A_meta-analysisof_after_school.pdf
- Eccles, J. S. (1999). *The development of children ages 6 to 14*. *The future of children*, 30-44.
- Grijpstra, D., Bolle, H., & Driessen, T. (2019). *Belemmeringen Leven Lang Ontwikkelen*. Panteia.
- Holopainen, L., Lappalainen, K., Junttila, N., & Savolainen, H. (2012). The role of social competence in the psychological well-being of adolescents in secondary education. *Scandinavian Journal of Educational Research*, 56(2), 199-212.
- Maslowski, R. (2019). *Grenzen aan een leven lang leren*. Sociaal en Cultureel Planbureau
- Maclellan, E. (2014). *How might teachers enable learner self-confidence? A review study*. *Educational Review*, 66(1), 59-74.

- Ministerie van Onderwijs, Cultuur en Wetenschap. (2022, January 27). *Gemeente Helmond. Gemeenten Werken Aan Gelijke Kansen | Gelijke Kansen*. <https://www.gelijke-kansen.nl/gemeenten/helmond>
- Patall, E. A., Cooper, H., & Allen, A. B. (2010). *Extending the school day or school year: A systematic review of research (1985–2009)*. *Review of educational research*, 80(3), 401-436.
- Schoon, I., Bynner, J., Joshi, H. et al. (2002). *The influence of context, timing, and duration of risk experiences for the passage from childhood to mid-adulthood*. *Child Development*, 73, 1486-1504.
- Verlengde Schooldag eindrapportage 2016-17 t/m 2019-19

Appendices

Appendix 1: Interdisciplinarity

The problem of this research has to do with inequality in education. This is a problem that is very interdisciplinary in nature. Not every child gets the same opportunities. There are differences in development because of different diets and lifestyle. This also creates differences in cognitive development. The direct environment of the child is important. Factors like stress or attention. On a bigger societal level, you can see what stigma does for the development of a child.

For the model used in this introduction paper insights from different disciplines were necessary. Psychological insights about the cognitive development of children but also the information about the system the child lives in and how the social system of a child will change with a certain age because of how the society is organised.

The theoretical insights from psychology and sociology are useful to look at the problem in this research. The intervention the VSD is trying to increase self-confidence. If we look at the theory of Eccles (1999) we see why it is important to focus on self-confidence in this period in child development. Her theory uses insights from psychology and sociology. The child is more aware of their own capabilities because of cognitive changes in the brain. Because of this it is important to work on self-confidence. This part of the theory comes from psychology. It is also important to work on self-confidence because the social environment of the child is changing, including peers and adults different than their own family. Because of this they start comparing themselves with others around them and it is important to create an environment where they can develop self-confidence. This part of the theory is sociological in nature.

The different disciplines can also be found in the model in figure 2 in the text. Enhancing domain knowledge is about learning. This is mostly psychological or educational sciences.

Enhancing emotional wellbeing is mostly psychological but also social psychology.

Reflecting on own successes and failures is mostly psychological. The model can be seen as interdisciplinary.

Appendix 2: Contract research project RIT track

Appendix 3: Contract RIT track

Research Project Agreement

Student: Lot Kooijman, 6544681

Graduation variant:RIT/..Master's in Youth Studies.....

Supervising lecturer: dr. Gerdien van Eersel

Tel: E-mail: g.g.vaneersel@uu.nl

Faculty: Social Sciences

Second assessor:

Internship information

Institution: LEV Groep

Address: Penningstraat 55

Postcode and Town/City: 5701 MZ Helmond

External supervisor Annik Muselaers

Starting and ending dates: 14-11-2022 until 30-06-2023

Agreements

Submission date for work plan/research proposal: 24 februari

Period during which the lecturer will review the final product and any interim products:

Feb-June 2023

Number of working days/working hours per week: 40 hours per week

Topic:

Research on "the extended schooltime" in Helmond

Agreements concerning papers to be submitted in the interim:

2-3 review paper

The client (host institution or faculty/programme) will provide the facilities needed in order to conduct the assignment properly.

If applicable:

Form and frequency of supervision within the host institution:

.....

Number of conferences between the supervising lecturer and the supervisor within the host institution:

supervising lecturer and supervisor host institution will meet when necessary

.....

Prescriptions concerning the confidentiality of information:

data used in paper will only be shared with supervisor

.....

.....

Ownership of the research data, in the event of deviation from the rule (see 16):

University Utrecht

.....

.....

Right to publish based on the research data:

Student and supervisor

.....

Signed as approved,

Utrecht 7-2-2023

Location/date:

.....

Signature of the student:

[]

Signature of the supervising lecturer:

[]

Signature of the external supervisor (if applicable)

[]

Signature of the Course Coordinator

[]

Appendix 3: Information letter and informed consent form



Universiteit Utrecht

Beste ouders,

Als uw kind mee doet met de verlengde schooldag is deze brief voor u bedoeld. Ik ben namelijk heel benieuwd wat de verlengde schooldag betekent voor u en de kinderen.

Ik ben een student aan de Universiteit Utrecht en doe onderzoek naar de verlengde schooldag. Dit onderzoek is het eindproject van mijn masteropleiding Youth Studies. Ik wil graag ouders interviewen over de verlengde schooldag en wat de verlengde schooldag voor invloed heeft op het kind.

Via deze weg vraag ik of u aan dit onderzoek mee zou willen doen. Door mee te doen aan dit onderzoek ontvangt u een **VVV-cadeaubon ter waarde van 15 euro** als dank! Als u mee wil doen dan vraag ik u de tweede pagina in te vullen en in te leveren bij de balie. Graag voor het einde van deze week, dus voor de voorjaarsvakantie.

Het interview

De interviews zullen worden afgenomen online of op school, afhankelijk van wat u prettig vindt. Een fysiek interview op school is mogelijk op:

Mochten deze data u niet uit komen dan kan u alsnog meedoen! Het interview zal dan online plaatsvinden op een moment dat u uitkomt. Het interview zal een half uur tot 3 kwartier duren. Het interview zal worden opgenomen als audio-fragment en zal alleen worden gebruikt voor onderzoeksdoeleinden.

Contact

Als u vragen en/of opmerkingen hebt kunt u contact opnemen met de student die dit onderzoek voor de master thesis uitvoert: Lot Kooijman, tel. 06-36456553, e-mail. l.kooijman2@students.uu.nl.

Ja ik doe mee met het onderzoek naar De Verlengde Schooldag en ontvang een VVV-cadeaubon van 15 euro!

Naam ouder :

Telefoonnummer:

Naam kind(eren):

Ik neem zo spoedig mogelijk contact met u op om een afspraak in te plannen!

Groetjes,

Lot



Universiteit Utrecht

Hallo ouders,

Ik zou graag uw mening willen weten over hoe de verlengde schooldag van invloed is op uw kind. Als onderdeel van mijn masteropleiding Youth Studies aan de Universiteit van Utrecht, doe ik onderzoek naar de verlengde schooldag en ik zou het zeer op prijs stellen als u wilt meewerken.

Door deel te nemen aan dit onderzoek kunt u bijdragen aan het begrijpen van de voordelen en uitdagingen van de verlengde schooldag. Uw ervaringen en perspectieven zijn van onschatbare waarde voor het onderzoek. Bovendien ontvangt u als dank voor uw deelname een VVV-cadeaubon ter waarde van € 15,-!

Het interview kan plaatsvinden op een moment dat voor u het beste uitkomt, online of in wijkhuis de Brem (Rijpplein 1, 5709 BT Helmond). Dit is heel dicht bij de school. Het interview duurt ongeveer een half uur tot drie kwartier en zal worden opgenomen als audio-opname voor onderzoeksdoeleinden.

Als u geïnteresseerd bent om mee te doen, neem dan contact met mij op via e-mail, telefoon of WhatsApp. Ook voor vragen en/of opmerken kunt u gewoon contact met me opnemen. Ik waardeer uw medewerking en kijk uit naar uw deelname aan het onderzoek.

Tel: 06-36456553, e-mail: l.kooijman2@students.uu.nl

Met vriendelijke groet,

Lot Kooijman



Universiteit Utrecht,

Youth Studies

Lot Kooijman

l.kooijman2@students.uu.nl

Uw medewerking:

- Dit onderzoek wordt uitgevoerd als masterproject voor de master Youth Studies aan de Universiteit Utrecht
- Hiervoor zal een geluidsopname gemaakt worden van het interview die later schriftelijk zal worden uitgewerkt. Deze opname en schriftelijke uitwerking worden alleen voor onderzoeksdoeleinden gebruikt en daarna vernietigd.
- Deze gegevens zullen zorgvuldig worden behandeld. Dat betekent dat de gegevens anoniem worden verwerkt. Uw naam komt niet in het verslag, en ook geen dingen waardoor anderen u kunnen herkennen. Deze gegevens zullen uiteindelijk definitief vernietigd worden.
- Tijdens het interview heeft u altijd de mogelijkheid om een vraag niet te beantwoorden, een pauze te nemen of te stoppen. Als u naderhand vraagt om de verzamelde gegevens te verwijderen zal dat per direct gebeuren. Als u klachten of vragen heeft over dit onderzoek, dan kunt u altijd contact opnemen via de contactgegevens die in de informatiebrief staan.
- Door dit document te ondertekenen geeft u te kennen dat u akkoord gaat met uw deelname aan dit onderwijsproject.
- Wilt u wel of niet geïnformeerd worden over het resultaat van dit onderzoek?

Wel / Niet (doorstrepen wat niet van toepassing is)

- Als u geïnformeerd wil worden over de uitslag van dit onderzoek zal uw emailadres bewaard worden tot de uitslag naar u verstuurd kan worden, hierna zal het emailadres verwijderd worden. Als u de uitslag niet wilt ontvangen zal uw emailadres na het afnemen van het interview worden verwijderd.

Ik geef toestemming voor deelname aan dit onderzoek,

Datum:

Naam deelnemer:

Emailadres deelnemer (als u geïnformeerd wilt worden over het onderzoek):

Handtekening:

Formulier onderzoeker

Ik verklaar hierbij dat ik deze deelnemer volledig heb geïnformeerd over het in de informatiebrief beschreven onderzoek.

Als er tijdens het onderzoek informatie bekend wordt die de toestemming van de deelnemer zou kunnen beïnvloeden, dan breng ik hem/haar daarvan tijdig op de hoogte.

Datum: ____/____/____

Naam onderzoeker: Lot Kooijman

Handtekening:

Appendix 4: translations quotes:

Table 1

Translation quotes Interview

Interview	Original tekst (dutch)	Translated text
Parent 5	Ik merk wel echt nadat ze de verlengde schooldag had gehad met een greenscreen. Ja dat ze er toch wel meer aan in het In het verdiepen is, zeg maar. Dus dat is wel echt wat ik heb gemerkt met die les dat ze daar echt na Schoolse opvang ook wel echt privé in, in het verdiepen is.	I definitely notice that after she had the VSD with a greenscreen... Yes, she delves into it more, so to speak. So, that's something I really noticed with that lesson, that she's really, after the VSD, delving into it also in her free time.
Parent 2	Maar qua ontwikkeling van mijn, van onze kinderen kan ik niet zeggen dat daar een verlengde schooldag toevoeging heeft buiten sociale, het sociale zijn en het bezig zijn maak eigenlijk geen toevoeging meer in.	But in terms of development of my, of our children I can't say that the VSD is beneficial outside the social aspect and the being busy, it doesn't contribute anything actually.
Parent 5	Ja dan is ze wel wat vrolijker, dan heeft ze nog iets leuks gedaan na school zeg maar. En dan merk ik wel aan haar, ja, dat ze gewoon ja eigenlijk wel een stuk vrolijker naar huis komt. Omdat ze normaal eigenlijk aan het leren leren leren is en school vindt ze al niet zo heel leuk, zeg maar omdat het veel leren is. Dus als ze dan naar verlengde schooldag is geweest, dan zie ik wel aan haar dat	Yes, she is a bit happier, in that case she has done something fun after school, so to speak. And then I notice, yes, that she comes home a lot happier. Because normally she is actually learning, learning, learning, and she doesn't like school very much, because it is a lot of learning. So when she went to an VSD, I can see, looking at her that she just really had a great time.

ze het gewoon echt superleuk heeft gehad.

- | | | |
|----------------------------|---|--|
| Parent 6 | Ja op school alleen maar leren zo iets heel veel om te leren, maar verlengde schooldag iets om te.... Bij voorbeeld hobby, iets om te, om leuk te doen met andere kinderen of met iets anders dan alleen maar op school, zeg maar. Je hebt meer spelen ja. Bijvoorbeeld koken om iets te doen is dan meer dan alleen praktisch, meer dan alleen theorie. Dat bedoel ik ja ja. | Yes at school only learning..
Something like that, there is very much to learn, but the VSD is something to.... For example hobby, something to do, to have fun with other children or with something other than just school, so to speak.
You have more games yes. For example, cooking is something to do, it is more than just practice, more than just theory. |
| Pedagogical professional 1 | Oké, ik stuur meestal foto's naar ouders na afloop van een activiteit en dan krijg je leuke reactie van oh ze vonden het leuk. Of kunnen niet wachten om weer mee te doen dus ja, je hoort wel. Leuke dingen terug. | I usually send photos to parents after an activity and then you get a nice response like oh they liked it. Or can't wait to join again. So yes, you get nice responses. |
| Pedagogical professional 1 | Tijdens schoolse is het was strenger bij ons is het wat vrijer, dus hebben ze ook meer de ruimte om dingen te ontdekken. | During school it is stricter with us it is a bit more free, so they have more space to discover things. |

- Pedagogical professional 3 En, Ik denk wel dat ik anders ben dan een leerkracht in het feit dat ik de kinderen ook wel echt laat meedenken. Vraag de kinderen ook wat, wat zouden jullie leuk vinden om volgende keer te doen? Hebben jullie nog wensen, ideeën?
- I do think that I am different from a teacher in the fact that I really let the children help me think of activities. I ask the children what would you like to do next time? Do you have any wishes, ideas?
- Parent 7 Volgens mij waren hun ook tijdje met de escape room zoiets? Ja met dingen, kraken. Zo vindt [naam zoon] leuk en hij zei ja, mama het lukt mij wel.
- I think they were for a while busy with the escape room? Yes with things, unlocking. That's what [son's name] likes and he said yes, mommy I can do it.
- Pedagogical professional 4 Kijk het kan natuurlijk zijn dat je ergens minder goed in bent, maar het is niet dat ik dat dan zo uit zou lichten. Ik zou juist eerder de kwaliteiten belichten.
- See, it may be that you are less good at something, but it's not that I would point that out. I would rather highlight the qualities.
- Pedagogical professional 2 Maar ook dat dat ja ga eens nadenken van wat kan je zelf anders doen? Wat zijn nog andere mogelijkheden om te doen? En dan laat ik ze daar zelf antwoord op geven en dan zeg ik ja, ga maar onderzoeken, ga maar kijken of dat kan, ga eens naast iemand anders zitten, kijk maar of dat beter gaat.
- But also that... Yes, think about what else you can do yourself? What are other options to do? And then I let them answer that themselves and then I say yes, go and investigate, go and see if that is possible, sit next to someone else, see if that improves things.
- Pedagogical professional 1 Soms geven leerkrachten wel aan, hè het is erg belangrijk dat hij of zij meedoet en dan denk ik daar wel aan. Ook al doet hij dan elke keer mee maar het is voor diegene wel echt
- Sometimes teachers do let me know it very important that he or she participates and then I take that in account. Even if he participates every time, but it is really good for him that

goed dat hij altijd mee doet. Dan is er wel ruimte om daar dan rekening mee te houden.

he always participates. Then there is space to take that into account.

Pedagogical professional 2 En tijdens de activiteit Zelf probeer ik met de Kids contact te leggen, af en toe een op een beetje beetje te praten, te kijken wat ze leuk vinden, wat ze niet leuk vinden.

And during the activity itself, I try to make contact with the Kids, to talk a little bit now and then, to see what they like and what they don't like.

Pedagogical professional 2 Voor iedere nieuwe periode zitten we bij elkaar met het contactpersoon en dan gaan we kijken wat speelt er op school. Wat kunnen we daarbij de verlengde schooldag mee mee bereiken en vaak zijn wij dan wel redelijk snel uit dat we wat We kunnen doen en dan gaan we dus snel mogelijk weer proberen te regelen. Dus die samenwerking is wel echt goud waard binnen de ja binnen de verlengde schooldag anders is het ook geen verlengde schooldag.

Before every new period, we sit together with the contact person and then we look at what is going on at school. What can we achieve with the VSD and often we then find out fairly quickly that we can do something and then we will try to arrange things as soon as possible. So that collaboration is really worth gold within the VSD, otherwise it is not a VSD.

Appendix 5 Interview guides

Interviewgide pedagogisch medewerkers verlengde schooldag

INTRODUCTIE	
Intro	Voorstellen Bedankt dat u wilt deelnemen aan dit onderzoek en hier de tijd voor wilt nemen.
Uitleg doel onderzoek	Dit onderzoek kijkt naar de verlengde schooldag en hoe dit eventueel kan bijdragen aan de ontwikkeling van het kind. Uw perspectief op dit onderwerp is uiteraard belangrijk voor dit onderzoek dus ik ben heel benieuwd naar wat u gaat vertellen.
Anonimiteit en vertrouwelijkheid	Alles wat in dit interview wordt besproken, wordt anoniem verwerkt. Alles wat in het verslag terugkomt kan niet naar één persoon herleid worden.
Vroegtijdig stoppen	Elk moment kan je je terugtrekken uit het onderzoek. Dan stoppen we met het interview. Tijdens en na het interview kan je je deelname terugtrekken. De dingen die we dan besproken hebben zullen niet in het verslag meegenomen worden.
Duur interview	Het interview duurt ongeveer een half uur. Maar uiteraard kunnen we elk moment stoppen mocht dat nodig zijn.
Opname	Het gesprek wordt opgenomen en later uitgetypt. Vind u het oké als ik nu de opname aanzet? De opname loopt nu. Ik vraag u nu opnieuw of u het goed vindt of dit gesprek opgenomen wordt zodat uw toestemming op de opname staat.
VARIABELEN, TOPICS, CENTRALE VRAGEN EN SUBVRAGEN	
1. Algemeen Topics: - Functie - Betrokkenheid	Wat is uw functie? Hoe lang bent u al betrokken bij de verlengde schooldag?
2. Domain knowledge	Wat doen de kinderen zoal bij de verlengde schooldag? Wat leren de kinderen bij de verlengde schooldag?
3. Enhance emotional wellbeing Topics: - Positieve ervaringen - “wow-factor”	Hoe bevalt de verlengde schooldag bij de kinderen? Wat maakt de verlengde schooldag anders dan de normale schooldag?
4. Reflect on own successes and failures in a positive light	Zijn kinderen zich bewust van hun eigen vaardigheden? Van waar ze goed in zijn? Van waar ze niet goed in zijn? Zijn jullie hier mee bezig tijdens de verlengde schooldag?

	<p>Wat doet de verlengde schooldag met de manier waarop de kinderen naar zichzelf kijken?</p>
<p>5. SAFE</p> <p>Topics:</p> <ul style="list-style-type: none"> - Sequenced - Active - Focused - Explicit 	<p>In hoeverre is er samenhang tussen de verschillende activiteiten?</p> <p>Wordt er een actieve manier van leren toegepast? Kunnen kinderen de dingen die ze leren toepassen en oefenen? Zo ja, hoe?</p> <p>In hoeverre wordt er tijdens activiteiten ook gefocust op persoonlijke of sociale vaardigheden? Bijv.</p> <p>In hoeverre wordt er gefocust op:</p> <ul style="list-style-type: none"> - Ontwikkeling van zelfbewustzijn? - Ontwikkeling van zelfmanagement vaardigheden - Sociaal bewustzijn - Sociale vaardigheden - Verantwoordelijk gedrag <p>Wat zijn de leerdoelen van de verlengde schooldag?</p> <p>Zijn de leerdoelen per activiteit duidelijk?</p>
<p>6. Appelhof</p> <p>Topics:</p> <ul style="list-style-type: none"> - (1) Clear target group and carefull selection - (2) Features of effective education - (3) Compatability regular education - (4) Active involvement parents - (5) Basic conditions are met 	<p>Hoe maak je promotie voor de verlengde schooldag?</p> <p>Wat is de doelgroep van de verlengde schooldag voor jou?</p> <p>Hoe bereik je deze doelgroep?</p> <p>Hoe benader je de kinderen? Hoe is de interactie tussen jullie?</p> <p>Zijn er grote verschillen tussen de kinderen?</p> <p>Hoe ga je hier mee om?</p> <p>Zijn de gastdocenten pedagogische geschoold?</p> <p>Overleg je met de gast docent over wat effectief onderwijs is?</p> <p>Hoe is het contact met het schoolbestuur/de leraren? In hoeverre komt de visie op onderwijs overeen?</p> <p>In hoeverre worden ouders betrokken?</p> <p>Zijn er voldoende middelen voor de verlengde schooldag? (personeel, budget, ruimtes, materiaal, tijd)</p>
<p>7. Invloed verlengde schooldag op zelfvertrouwen</p> <p>Topics:</p> <ul style="list-style-type: none"> - Invloed verlengde schooldag op algemeen beeld van zichzelf - Invloed verlengde schooldag op beeld van zichzelf in sociale situaties - Invloed verlengde schooldag op beeld van zichzelf in academische situaties - Invloed verlengde schooldag op beeld van zichzelf in algemene vaardigheden - Invloed verlengde schooldag op beeld van zichzelf in sport 	<p>In welke mate heeft de verlengde schooldag invloed gehad op het zelfvertrouwen van de kinderen?</p> <p>Op het gebied van sociale interacties?</p> <p>Op leervaardigheden op school?</p> <p>Op sportgebied?</p> <p>Waardoor komt dat denkt u?</p>
AFSLUITING	

Afsluiting interview	<p>Wilt u nog iets toevoegen aan dit gesprek?</p> <p>Zijn er nog dingen waarvan u denkt dat ze wellicht van belang zijn?</p> <p>Wat vond u van het interview?</p>
Vervolg	<p>Dit interview zal worden uitgetypt.</p> <p>Het interview wordt vervolgens samen met andere interviews geanonimiseerd verwerkt worden in een verslag.</p> <p>Mocht u nog vragen hebben of niet meer meegenomen willen worden in het onderzoek dan kun je contact opnemen met het telefoonnummer of emailadres op de informatiebrief.</p>
Bedankten voor het interview	<p>Nogmaals ontzettend bedankt voor uw tijd en uw deelname aan dit interview</p>

Interviewgide ouders

INTRODUCTIE	
Intro	<p>Voorstellen</p> <p>Bedankt dat u wilt deelnemen aan dit onderzoek en hier de tijd voor wilt nemen. U heeft als het goed is een informatiebrief ontvangen klopt dat? Heeft u hier nog vragen over?</p>
Uitleg doel onderzoek	<p>Dit onderzoek kijkt naar de verlengde schooldag en hoe dit eventueel kan bijdragen aan de ontwikkeling van het kind. Hierbij kijk ik voornamelijk naar het perspectief van de ouders. Op deze manier hoop ik een idee te krijgen van wat er voor zorgt dat de verlengde schooldag werkt.</p> <p>Uw perspectief op dit onderwerp is uiteraard belangrijk voor dit onderzoek dus ik ben heel benieuwd naar wat u gaat vertellen.</p>
Anonimiteit en vertrouwelijkheid	<p>Alles wat in dit interview wordt besproken, wordt anoniem verwerkt. Alles wat in het verslag terugkomt kan niet naar één persoon herleid worden.</p>
Vroegtijdig stoppen	<p>Elk moment kan je je terugtrekken uit het onderzoek. Dan stoppen we met het interview. Tijdens en na het interview kan je je deelname terugtrekken. De dingen die we dan besproken hebben zullen niet in het verslag meegenomen worden.</p>
Duur interview	<p>Het interview duurt ongeveer een uur. Maar uiteraard kunnen we elk moment stoppen mocht dat nodig zijn.</p>

Opname	Het gesprek wordt opgenomen en later uitgetypt. Vind u het oké als ik nu de opname aanzet? De opname loopt nu. Ik vraag u nu opnieuw of u het goed vindt of dit gesprek opgenomen wordt zodat uw toestemming op de opname staat.
VARIABLEN, TOPICS, CENTRALE VRAGEN EN SUBVRAGEN	
8. Algemeen Topics: - Kinderen	Hoeveel kinderen heeft u en hoe oud zijn deze kinderen? Hoeveel van uw kinderen doen mee aan de verlengde schooldag?
9. Self-confidence Topics: - Algemeen beeld van zichzelf - Beeld van zichzelf in sociale situaties - Beeld van zichzelf in academische situaties - Beeld van zichzelf in algemene vaardigheden - Beeld van zichzelf in sport	Hoe zou u het zelfvertrouwen van uw kind inschatten? Wat denkt u dat uw kind van zichzelf en van zijn/haar eigen kunnen vindt? Hoe schat u het zelfvertrouwen in van uw kind als hij/zij met klasgenootjes speelt? Hoe schat u het zelfvertrouwen van uw kind in als hij/zij met volwassenen praat? Hoe schat u het zelfvertrouwen van uw kind in over schoolopdrachten? Heeft uw kind zelfvertrouwen tijdens het sporten?
10. Invloed verlengde schooldag op zelfvertrouwen Topics: - Invloed verlengde schooldag op algemeen beeld van zichzelf - Invloed verlengde schooldag op beeld van zichzelf in sociale situaties - Invloed verlengde schooldag op beeld van zichzelf in academische situaties - Invloed verlengde schooldag op beeld van zichzelf in algemene vaardigheden - Invloed verlengde schooldag op beeld van zichzelf in sport	In welke mate heeft de verlengde schooldag invloed gehad op het zelfvertrouwen van uw kind? Op het gebied van sociale interacties? Op leervaardigheden op school? Op sportgebied? Waardoor komt dat denkt u?
11. Domain knowledge	Wat doet uw kind zoal bij de verlengde schooldag? Wat doet de verlengde schooldag voor uw kind? Wat leert uw kind bij de verlengde schooldag? Welke nieuwe dingen heeft uw kind geleerd bij de verlengde schooldag? Heeft uw kind talenten ontdekt tijdens de verlengde schooldag?
12. Enhance emotional wellbeing Topics: - Positieve ervaringen - “wow-factor”	Hoe komt uw kind terug van de verlengde schooldag? Is dat anders dan van een normale schooldag? Wat maakt de verlengde schooldag anders dan de normale schooldag? Is de docent van de verlengde schooldag anders dan een normale docent? Wat vindt uw kind van de verlengde schooldag? In hoeverre is de verlengde schooldag een

	succes ervaring?
13. Reflect on own successes and failures in a positive light	Hoe kijkt uw kind naar zijn/haar vaardigheden? Is uw kind zich bewust van waar die wel of niet goed in is? Sinds wanneer? Wat doet de verlengde schooldag met de manier waarop uw kind naar zichzelf kijkt?
14. Appelhof - Parent involvement	Word u als ouder betrokken bij de verlengde schooldag? Hoe? Hoe word u betrokken? Hoe is het contact tussen u en de begeleider van de verlengde schooldag? Word u op de hoogte gehouden van activiteiten van de verlengde schooldag?
AFSLUITING	
Afsluiting interview	Wilt u nog iets toevoegen aan dit gesprek? Zijn er nog dingen waarvan u denkt dat ze wellicht van belang zijn? Wat vond u van het interview?
Vervolg	Dit interview zal worden uitgetypt. Het interview wordt vervolgens samen met andere interviews geanonimiseerd verwerkt worden in een verslag. Mocht u nog vragen hebben of niet meer meegenomen willen worden in het onderzoek dan kun je contact opnemen met het telefoonnummer of emailadres op de informatiebrief.
Bedankten voor het interview	Nogmaals ontzettend bedankt voor uw tijd en uw deelname aan dit interview

Appendix 6. Codetrees

Code tree pedagogical professionals

Enhance domain knowledge

- Children are introduced to new activities

- Children developed new skills

- Children discovered new talents

Enhance emotional wellbeing

- Positive experiences

- Children appear to be enjoying the extended schooltime

- Making sure the activity is fun for the children

- Signaling and addressing problems

- wow factor different learning environment

- less strict teaching

- More input from children

Example how the extended schoolday contributed to Self-confidence

General information

- Duration work verlengde schooldag

- work activities

Oberon

- Active involvement parents

- Intensive contact between parents and pedagogical professionals

- Activities where parents can be audience

- Contacting the parents when problems occur

- keeping parents informed

- Ouderavond

- Sharing stories and pictures

- Involvement parents in organizing the VSD

- Idea for involving parents

- Basic conditions are met

- Sufficient budget

- Sufficient materials

- Sufficient personal

- Sufficient space

- Sufficient time

- Clear target group and careful selection

Children who didn't participate last time get priority

Target group is actively selected

Target group is clear

Target group is known

VSD is full

compatibility regular education

Activities extended schooltime devised together with school

Intensive contact between extended school time pedagogical professionals and teachers and schoolboard

Same rules as regular education during extended schoolday

Same vision on effective education as regular education

Similar subjects

Features of effective education

Accommodating to individual needs

classroom management

Focus on improvement

Monitor progress

Positive approach of the students

Signaling of problems

Reflect on own successes and failures in a positive light

Being self-aware of own capabilities

Praise for achievement

Successful experiences

Ways of dealing with failure or imperfections

SAFE

Active

Explicit

Learning objectives are clear

Focused

Time dedicated to personal skills

Giving the child responsibility for choosing to participate

learn how to deal with disappointments

Time dedicated to social skills

Sequenced

Code tree parents

Enhance domain knowledge

- Developing new skills
- Discovering new interests
- Discovering talents
- Examples of activities
- Interacting with other children than usual during extended school day
- No talents discovered
- Parent does not believe in skill development during extended school day
- VSD has a positive impact on social skills

Enhance emotional wellbeing

- Children less screentime because of vsd
- Positive experiences
- Positive teacher-student relationship
- VSD not very different from school
 - Child similiary excited by vsd as regular schoolday
 - Pedagogical profesional perceived as teacher
- Wow factor (different learning environment)
 - Active learning
 - Attention teacher
 - Autonomous choice
 - Child does not feel obligation to learn
 - less strict way of teaching

General information

- Ages of children
- extracurricular activities
- Frequency of participating

Parental involvement

- Contact between parents and pedagogical profesional
- Manner in which parents can enroll their children in extended school day
- Parent does not feel there i much contact
- Parent receives pictures of activity
- Pedagogical profesional contact parents when problems occur
- Te veel contact

Reflect on own successes and failures in a positive light

being aware of own capabilities

Being positive about own capabilities

Child is not aware of own capabilities during VSD

Successful experiences

VSD increases awareness own capabilities

VSD outside comfort zone

Self confidence child