Forms of organising all-day schools in the Federal Republic of Germany

A contribution to understanding the current all-day schools practice and to putting in concrete terms a framework of orientation of conceptual elements and areas of organisation in all-day schools

Dissertation by Stefan Appel, Faculty of Human Science at the University of Kassel

The topical introduction of the thesis starts off providing some background on the evolution of all-day schools in Germany since the Federal Republic has come into existence, and describes the current acceptance of all-day schools in society on the basis of enhanced publications and the increase of all-day school founding during the last decade. Thereby it is made clear that the lack of a theory concerning all-day schools as well as a missing framework of orientation for all-day school features – by simultaneously broadening the educational concept – impedes the development of all-day school conception in the Federal territory.

Due to a poorly developed practical orientation between new and well-established all-day schools as well as an unincisive transfer of experience within the all-day school development, the methodical access – i.e. collecting the structuring of existing all-day schools and putting in concrete terms a framework of orientation regarding all-day school conception guidelines - is being pursued from two different angles: On the one hand theoretically by sifting through the research and specialized literature (theoretical part) and on the other hand by describing the current all-day school development, different types of all-day schools and the main focus of structuring on the basis of experience (part of experience).

While the sifting through the research documents – serving as accompanying studies – does not deliver enough indications in the lines of the concrete question, the review of special literature has led to a collection of a few fundamental conceptual building blocks, mentioned in scattered literature, which, as a compilation presented in a table, can be regarded as constitutive.

The deliberately chosen but unusual way to take into account the experiences based on my own all-day school practice (more than 25 years of experience in all-day school directing and advising as well as chairing the all-day school association) includes the development of conceptions of past and present praxis, as well as the characters of existing all-day school models and their conceptual elements and areas of organisation. The different constellations in setting up new all-day schools (respectively the rededication of half-day schools to all-day schools), the variety of the holistic configuration regarding the needs of children and adolescents, as well as the organisation of all-day school’s daily routines (creating a rhythmic school life, daily and weekly schedules) are herewith being described. Thereby also the main focal points in terms of work and education (education in leisure time, project teaching, new school subjects, homework/school tasks and lunch) are being considered.

The part of experience, which in first consideration lacks representative interviews (- which due to their dimension can not be realised within the framework of a single-case study (see statistic in chap. 1.3) -) results in the draft of a diagram (octagonal shell model) which can be added to the definition of criteria of conceptual building blocks drawn from the literature. The aggregation of both tableaus leads to a framework of orientation for all-day school elements and areas of organisation, which possesses a fundamental validity and may serve as a base for further all-day school development in the Federal territory.
The dissertation includes 333 pages of text and 105 pages of explanatory notes, images, tables and literature.