

Editor's Preface

Readers of the *International Journal of Research on Extended Education (IJREE)*,

Amidst the dynamic evolution of education, the pivotal role of extended education in shaping the growth and development of youth remains steadfast. The burgeoning domain of extended education has garnered global scholarly attention, underscored by its profound significance. Within this scholarly milieu, IJREE stands as a steadfast conduit, providing scholars with a robust platform to disseminate insights and expedite the advancement of research.

In this volume, we present a curated compilation of five papers, wherein three papers for our special section meticulously curated under the astute guidance of guest editors Nanine Lilla, Marianne Schüpbach, and Jennifer Cartmel. Aptly titled “Professionalizing the Extended Education Workforce,” this special section delves into the thematic core of our endeavor, further enriched by the enlightening introductory commentary by our esteemed guest editors.

Within the special section, the first paper authored by Bruce Hurst, Kylie Brannelly, and Jennifer Cartmel meticulously dissects “Workplace Hierarchies in Australian Outside School Hours Care.” The study illuminates the intricate dynamics influenced by workplace and sector hierarchies, impacting the uptake of professional standards among participants. This revelation holds vital implications for the sustainability, perception, and professional development of the OSHC workforce.

The second paper in the special section, “Qualified and Unqualified Staff in German All-day Schools,” authored by Markus Sauerwein, Annalena Danner, Franziska Bock, Till-Sebastian Idel, and Gunther Graßhoff, meticulously scrutinizes personnel groups within all-day schools. This exploration reveals the scarcity of knowledge surrounding lay staff in the professionalization discourse. The authors unravel the intricacies of lay pedagogues, bridging a critical knowledge gap and enriching discussions on all-day schooling professionalization.

The final contribution authored by Lena Glaés-Coutts focuses on “Personal Practical Knowledge Construction and Professional Learning for Teachers in Swedish School-Age Educare.” Amidst the dual roles within compulsory education and school-age educare, this study sheds light on teachers’ journey in shaping their personal professional knowledge. Through incisive narrative interviews, the study advocates a systematic approach to fostering a comprehensive framework.

Turning to the general contribution section, this issue houses two articles. The first paper authored by three German scholars, Karen Hemming, Stefan Hofherr, Sabine Hartig, delves into “Patterns of Participation in Organized Leisure Activities of Youth in Low and Middle Secondary Educational Tracks in Germany.” This study underscores the pivotal role of organized leisure in positive youth development, fortified by Latent Class Analysis on quantitative data, uncovering distinct activity participation patterns.

The second article by Angus Gorrie and Caitlin Jordinson, “Using Theories Pertaining to Space and Geography in Australian Outside School Hours Settings,” artfully delves into playwork benefits within Outside School Hours Care (OSHC). The authors demystify four theoretical standpoints, illuminating their impact on OSHC settings and resonating with educators and children alike.

As the editor-in-chief, I extend my profound gratitude to the remarkable authors whose contributions enrich this issue. Special commendations are reserved for our dedicated guest editors, whose diligence and dedication have fortified this collection. It is through your unwavering commitment that our journal flourishes, solidifying its stature as an invaluable forum for scholarly discourse and progress.

With utmost appreciation,

Sang Hoon Bae, Editor-in-Chief