

DEVELOPING AND IMPLEMENTING AN “ALL-DAY SCHOOL MODEL” IN LVIV, UKRAINE

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Implementing an all-day school model was one of the steps undertaken in Lviv, Ukraine as part of the system-wide reforms introduced by the New Ukrainian School. The all-day school model increases the allocated class time for students and provides equal educational opportunities for all, regardless of social and economic backgrounds. The introduction of the innovations was preceded by the development and implementation of integrated curriculum units at the primary school level and was made possible by the formal acceptance of a Policy Directive by the Lviv City Council. Despite COVID limitations (2019–2021) and the proclamation of a State of War due to Russia’s full-scale invasion (2022–2024), the all-day school model has thrived and has been expanded.

It is the purpose of this paper to present an overview of the implementation of the all-day school for grades 1–4 in the City of Lviv, Ukraine during the 2017–2024 period. A focus will be made on the pre-implementation activities that were conducted and the number of schools, teachers and classes that are currently participating in the project. Information will also be shared on how the needs of the teachers in filling the increased allocated time are being met. In conclusion, recommendations for further analysis of the all-day school will be made.

Keywords: all-day school, allocated class time, New Ukrainian School, equal educational opportunities, integrated curriculum units.

Introduction and Conceptual Framework

“The aim of all-day schooling is for education, as a process, to once again be seen as a whole, rather than split into two separate parts: academic tuition on the one hand, and care on the other” (Schnitter, Haselhoff) [8]. To this end, the allocated class time, which is “time that students are required to be in class” (Patall et.al, 2010: 404) [7, p. 404] is increased. “Instead of narrowing the school curriculum to focus on reading and math, the new school day opens up the range of subjects [that] students study and get exposure to... music and the arts... enrichment activities, as well as a range of programs in social and emotional learning” (Gabrieli, Goldstein, 2008: 11–12) [4, p. 11–12].

The implementation of the all-day school model in Lviv, in September, 2017 coincided with the implementation of pilot schools for the New Ukrainian School (NUS) [17]. At the time, the concept of an all-day school was not new in Ukraine. In 2008, Liliya Hrynevych, who at the time was Director of Education in Kyiv, Ukraine and in 2016 became the Minister of Education, proposed an all all-day school model and received approval via the Kyiv City Administration Council [11]. According to the document, an all-day school is a composite educational institution, in which the educational and extracurricular activities of students are combined for the purpose of student intellectual, social and physical development with the aim of meeting the individual needs of students, parents and teachers [11, 1.1]. It is relevant to note that a starting point for the development of a Policy Directive for all-day schools in Lviv [16] was the document initially developed and approved in Kyiv.

The implementation of the all-day school in Lviv, Ukraine took place in conjunction with a desire to change that which had been inherited from the Soviet system of education where "...schools had separate 'special classes' for less academically successful pupils... the teacher was the sole source of correct information... to be like everyone else was the basic gist of all levels of education" (The Bell., 2023) [1]. In this paper, a very brief overview of the Soviet system of education inherited by Ukraine will be presented. This will then provide a basis for discussion of the relevant aspects and proposals of the New Ukrainian School that have occurred in conjunction with the implementation of the all-day school in Lviv (Tytysh, 2020) [19]. At this point, it should also be noted, that the implementation of the all-day school model is in keeping with similar innovations currently being undertaken in Croatia – (cjelodnevna škola) (Eurydice Unit Croatia, 2023) [2], Greece (Eurydice Unit Greece, 2022) [3] and Germany (Ganztagessschule) (Schnitter & Haselhoff, 2014) [8].

A priority in a democratic society is to provide equal educational opportunities to all. "The idea of equal access to quality education is based on the principles of fairness and the right to make a choice" (Khobzej, 2003: 44) [5, p. 44]. And, although in 2017 when the all-day school project began, no one could have foreseen the limitations on educational opportunities imposed by COVID-19 and Russia's full-scale invasion, the implementation of the all-day school model in Lviv has continued and expanded within the firm understanding that "extended school time might be particularly beneficial for students who are most at risk of failing" (Patall, Cooper, Batts Allen, 2010: 427) [7, p. 427].

To summarise, in this paper, we will present a brief backgrounder of the reforms that are being implemented within the education system in Ukraine as the country transitions from an inherited Soviet education system to one that is child-centered and competency-based. We will then focus on the implementation of the all-day school model in Lviv within the context of the currently developing New

Ukrainian School reforms. The presented overview will be based on the author's notes and data gathered throughout the implementation process, reference to official documents that regulated the process and an analysis of available literature. Recommendations for further research and analysis will conclude the paper.

Background on Policy Innovation

It is not the purpose of this paper to provide a systematic overview of Ukraine's educational system and the reforms that have been implemented. Suffice it to portray a short synopsis of the key points in order to ensure relevant background information.

Firstly, it is important to emphasize that Ukraine inherited the Soviet system of a 10-year school education, in which the primary grades consisted of grades 1–3 for children aged 7–9. In 1994, the Ministry of Education, Ukraine released curriculum guidelines that incorporated programmes for children beginning formal education at age 7, as well as, those entering at age 6 [18]. This implementation initiated the introduction of a 4-year primary cycle, which is the current model in Ukraine's schools.

Secondly, in 1999, Ukraine began the implementation of a 12-year school system, which was initially cancelled in 2010 and then, reinstated in 2017, when a new Law on Education was passed. At the time and continuing today, Ukraine has embarked on a comprehensive educational reform tract, which includes implementing a 12-year school system: 4-year primary, 5-year basic and 3-year secondary education. The implementation of the 12-year school system is planned as gradual and spread-out over time. It began with 6-year old children, who entered grade 1 in the 2018–2019 school year and who will complete their secondary education at age 18 during the 2029–2030 school year.

Thirdly, since 2017, the system-wide reforms to the philosophy, administration and curriculum that are currently being implemented have been labelled the New Ukrainian School (Nova Ukraïnska Shkola) (Hrynevych et.al, 2016) [12]. During the 2016–2017 school year, a number of Lviv-based school teachers and principals were involved in the development of the curriculum and programme standards, which later became incorporated into the State Standards for Primary Education [15]. These sessions took place in Lviv under the guidance of Roman Shyyan, who at the time was Director of the Lviv Institute for Teacher Professional Development and later was appointed Head of the Reform Support Team at the Ministry of Education, responsible for the implementation of the New Ukrainian School (Topol, Tytysh, 2018) [20]. As of the 2023–2024 school-year, the reforms are being implemented at the grade 6 level.

Finally, it needs to be underscored that although, according to the Law on Education [14, p. 3.1–3], education is not compulsory in Ukraine, the state guarantees a cost-free education up to the completion of the secondary-school programme to all its citizens and permanent residents residing on its territory.

Currently, this guarantee is in force up to grade 11, which at this time, is completed by most students at age 17.

Overview of Implementation Findings

During the time period (2016–2017), when discussion about the development and implementation of the New Ukrainian School were ongoing, a proposal was put forth by a group of educators to implement an all-day school model. The proposal was supported by the City of Lviv and implemented during the 2017–2018 school year (Demchyna, 2017) [13].

Curriculum Materials for the All-Day School

In preparation for the implementation, during the period, June 2 – August 10, 2017, seventeen workshop meetings were held with primary teachers. Table 1 presents the times and activities that were conducted during these workshop meetings.

Dates	Activities
June 2, 2017	Organizational meeting (analysis, planning, development)
June 8, 2017	Analysis of integrated units
June 12, 2017	Team meeting with Liliya Hrynevych, Minister of Education
June 15, 2017	Analysis of math activities
June 20, 2017	Planning and development of concrete math resources
June 22, 2017	Analysis of science activities
June 26, 2017	Team meeting with Pavlo Khobzej, Deputy Minister of Education
June 29, 2017	Analysis of art, music and drama activities
July 6, 2017	Planning and development of integrated math and science
July 11, 2017	Planning and development of art, music and drama activities
July 13, 2017	Analysis of language arts (reading) activities
July 16, 2017	Planning of language arts (reading) activities
July 20, 2017	Development of language arts (reading) activities
July 24, 2017	Criteria development for class, group and individual activities
July 31, 2017	Criteria development for integrated units
August 7, 2017	Analysis of draft integrated units
August 10, 2017	Analysis, planning and development of all-day school timetables

Table 1. Teacher Workshop Meetings

The aim of the workshop meetings was to develop a curriculum model that integrated the various subject areas and competency strands. To this end, integrated thematic units initially developed and implemented in various schools throughout

the years (Wynnycyj, 1997) [9; 21; 22], were analyzed for their adherence to the proposed draft curriculum and programme standards and whether they would fulfill the all-day school model needs of combining both academic, physical and social skill development. Subsequently, learner activities and teacher guidelines were developed. These units formed the basis for teaching-learning during the first year, as well as subsequent years, of the all-day school project.

Participation in All-Day Schools

Over time, the number of schools participating in the project increased. Table 2 presents the number of schools and the school year that these schools began to implement the all-day school model (Wynnycyj-Yusypovych, 2024) [9]. Some of the schools participating in the project are separate primary schools, while others are composite schools with students from grade 1 through grade 11.

Year	Primary School		Composite School		Total
		Total		Total	
2017-2018	+2	2	+2	2	4
2018-2019	+2	4	+3	5	9
2019-2020	+2	6		5	11
2020-2021		6	+1	6	12
2021-2022	+1	7	+3	9	16
2022-2023	-1	6	-1 +4	12	18
2023-2024		6	+7	19	25

Table 2. All-Day School Participants According to Year of Entry

The first year of implementation coincided with the New Ukrainian School pilot in grade 1. Several school, that had been active in the development of integrated units, were designated as pilot schools and were required to follow the pilot guidelines. As a result, these schools participated in the New Ukrainian School pilot during the 2017–2018 school year and joined the all-day school project the following school year. In subsequent years, interested schools were encouraged to submit a written proposal to the Department of Education, City of Lviv expressing their interest in becoming a part of the project.

It should be noted that two schools became part of the project and subsequently made the decision to no longer participate. A combination of factors played out in the decision, the most important of which was Russia's full-scale invasion of Ukraine. Although Lviv has been a relatively safe place, there are Lviv teachers, who left Ukraine during the initial phase and have not returned and there continue to be children, who are temporarily resident outside Ukraine, but are registered at a Lviv school and are learning online. These factors make

implementing an all-day school, which requires in-person learning, difficult – if not, impossible.

New schools enter the all-day school project at the grade 1 level. Table 3 presents the number of classes and schools currently participating in the all-day school project in Lviv, Ukraine.

Grade	Classes	Schools
1	75	25
2	47	18
3	40	14
4	34	12
Total	196	25

Table 3. All-Day Classes and Schools (2023–2024)

The arguments for initiating an all-day school model with the grade 1 incoming students center around the specifics of the primary school system in Ukraine which continues the model inherited from the Soviet system of education, where children become part of a composite class and continue in this class with the same class-mates as they move through the educational system. A teacher is assigned to an incoming group of students at the grade 1 level and continues to work with these students for 4 years through grades 1–4. Taking this factor into account, the decision was made to introduce the all-day school model in grade 1 and to continue it through to grade 4 in subsequent years. This allowed for a gradual implementation and additionally, in the initial stages, coincided with the implementation of the New Ukrainian School.

Professional Development Course for Teachers

During the 2020–2021 school year, a mandatory professional development course was initiated for all teachers accepting grade 1 pupils into the all-day school project. Table 4 presents an overview of the implementation of the professional development course.

Year	Conducted Sessions	Participating Teachers
August-December, 2020	15	39
August-December, 2021	13	44
August-December, 2022	12	53
August-December, 2023	14	78

Table 4. Overview of Conducted Professional Development Course

The development and introduction of such a course was necessitated by the fact that in 2020, a number of schools expressed an interest in becoming a part of the all-day school project whose teachers and principals had not been participants in previous projects devoted to the development of child-centered and integrated learning. In order to allow such an expansion, a course focusing on child-centered active learning was developed, with a special focus on elements of an all-day school programme and the distribution of allocated class time. Both in-person sessions and weekly online group meetings were conducted throughout September – December for the purpose of discussion and sharing of curriculum information. The course was conducted through the Centre for Teacher Professional Development, City of Lviv and was formalized in 2021 with a signed agreement between the Centre and the Faculty of Education of Ivan Franko Lviv National University [23].

A draft professional development textbook was prepared in 2020 and updated in subsequent years with materials for pre-assessment of children entering grade 1. Additional teaching-learning materials were developed with the aim of enhancing the available integrated curriculum units and shared among participating schools with a focus on enhancing equal educational opportunities within the all-day school model. Formative assessment materials were developed in subsequent years according to the State Standards for Primary Education [15] and included in subsequent drafts.

The implementation of an all-day school model is an ongoing project in Lviv, Ukraine begun in 2017 and continuing to the present day. As the gathered statistics have shown, the number of participating schools has increased and support to teachers has been provided in the form of professional development courses and integrated curriculum units.

Discussion – Future Needs and Research

In this paper, we have reviewed the implementation of the all-day school model in Lviv, Ukraine that despite COVID-19 restrictions (2020–2022) and Russia’s full scale invasion (2022–2024) has expanded. To this end, statistical data were presented that indicated the growth in the number of schools, teachers and classes participating in the all-day school project.

As the number of participating students, teachers and schools increases, there is a continuing need to describe and analyse some of the ongoing trends and realities. The below presented questions will form a concluding statement and will hopefully stimulate those involved in the all-day school project in Lviv to pursue the gathering of data to answer them. The aim is to provide a focus for further analysis, development, implementation and evaluation of the Lviv based all-day school project specifically, and the all-day school model in general.

The all-day school increases the amount of allocated class time. Prior research has indicated that “...it seems that staff attitudes toward extended time

and parent attitudes, in particular, may be relatively positive... This suggests that extended time schools ought to be an option available to families who desire it as well as for teachers who prefer working in an extended school context” (Patall, Cooper, Batts Allen, 2010: 431) [7, p. 431]. Questions for future research should focus on: What are Lviv-based parental and teacher attitudes toward the all-day school? What are the teacher attitudes toward working a longer day? Have these attitudes changed over time?

Providing equal educational opportunities in a state-sponsored educational system is a priority for a democratic society. As research has indicated “...extending school time may be particularly important for single-parent families and families in which both partners work outside the home” (Patall, Cooper, Batts Allen, 2010: 431) [7, p. 431]. A relevant question in the current situation would be: How many of the students in the participating all-day schools are from single family, both parents work, displaced person and/or father currently serving in the military?

Prior to implementing the all-day school project in Lviv, a series of workshops were conducted to develop integrated curriculum units that would be conducive to implementation. Additionally, in later years, a professional development course was developed and implemented for teachers accepting a grade 1 class of students. Research has suggested that “...it is of the utmost importance that effective instructional strategies be used in schools for additional school time to be worth the costs associated with implementing it” (Patall, Cooper, Batts Allen, 2010: 431) [7, p. 431]. As a follow up it would be relevant to observe classrooms and determine: What instructional strategies are being used? Which instructional strategies dominate throughout the day? How are individual children’s needs met with the employed instructional strategies?

Every innovation within a state-sponsored institution or structure requires a document that initiates and regulated it. Such a document is the Policy Directive adopted by the City of Lviv in 2017 [16]. Since that time, the document has undergone a number of revisions and subsequent adoptions by the City Council and administrative bodies. As an indicator of policy development and change, the following questions would be recommended: What changes have been made to the Policy Directive over time? Why have these changes been made?

Conclusion

As of the 2023–2024 school year, the all-day school project has entered its seventh year of implementation. Currently, there are 196 classes of children in grades 1–4 (ages 6–10) within 25 participating schools. Additionally, despite COVID-19 limitations to in-person teaching and learning and safety concerns as a result of Russia’s full-scale invasion of Ukraine, the project has been expanding.

Most importantly, it should be noted that the described and analysed all-day school initiative is indicative of a break with Soviet traditions. Counter to the claim

that “the Ukrainian elite continue to pursue the state-led model of national-building ‘from above’, rather than implementing a policy of involvement” (Kravchenko, 2016: 475) [5, p. 475], the teachers and principals of the City of Lviv initiated the creation of all-day schools, basing it on previous experiences and knowledge gained through curriculum development and teacher training projects, and were able to convince the locally elected representatives to pass the Policy Directive and facilitate the implementation of the all-day school project.

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**РОЗВИТОК ТА ВПРОВАДЖЕННЯ “ШКОЛИ ПОВНОГО ДНЯ”
У МІСТІ ЛЬВОВІ****Оксана Винницька-Юсипович**

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“Школа повного дня” – це навчальний процес, під час якого поєднуються навчальна та виховна діяльності учнів. Мета “Школи повного дня” – інтелектуальний, соціальний, емоційний та фізичний розвиток учня в рамках навчально-виховного процесу. Впровадження моделі “Школи повного дня” в Україні відповідає подібним інноваціям, які сьогодні впроваджуються в Хорватії, Греції та Німеччині.

“Школа повного дня” є діючим проектом у м. Львові, який розпочався у 2017 році за участю чотирьох шкіл згідно з рішенням Львівської міської ради. Як показала зібрана статистика, кількість шкіл-учасниць за період проекту зросла. У 2023–2024 навчальному році у 25 школах-учасницях навчаються діти у 196 класах (1–4 класи, 6–10 років). Деякі зі шкіл, які беруть участь у проекті, є окремими початковими школами, тоді як інші є загально-освітніми школами з учнями з 1 по 11 клас.

У статті наведено короткий огляд реформ, які впроваджувалися та впроваджуються в загально-середній системі освіти в Україні в контексті реформ Нової української школи (НУШ). Характерним у цих реформах є перехід від успадкованої радянської системи освіти до такої, яка орієнтована на індивідуальні потреби та зацікавлення дитини і ґрунтується на розвитку компетентностей. Упровадження проекту “Школа повного дня” у м. Львові у вересні 2017 року збіглося з упровадженням пілотних шкіл для НУШ.

У рамках підготовки до впровадження “Школи повного дня” у м. Львові у 2017–2018 навчальному році проведено сімнадцять семінарів-практикумів з учителями початкових класів з метою розробки інтегрованих навчальних матеріалів, які відповідали б потребам надання рівних можливостей учням у навчанні та забезпечували б потреби довшого перебування учнів у школі. У 2020–2021 навчальному році започатковано обов’язковий курс підвищення кваліфікації для всіх учителів, які приймають учнів до 1 класу “Школи повного дня”.

Станом на 2023–2024 навчальний рік проект “Школа повного дня” впроваджується вже сьомий рік. Незважаючи на обмеження COVID-19 щодо очного навчання (2020–2022) та проблеми безпеки унаслідок повномасштабного вторгнення росії в Україну (2022–2024), проект розширюється.

Огляд ґрунтуватиметься на записах автора та даних, зібраних під час процесу впровадження, посиланнях на офіційні документи, які регулюють процес, та аналізі доступної літератури. Рекомендації щодо подальших досліджень та аналізу “Школи повного дня” завершують статтю.

Ключові слова: школа повного дня, навчальний час, Нова українська школа, рівні можливості навчання, технологія інтегрованого навчання.