

Table S1. Evidence table

| Reader | ID   | Authors/Year  | Country | Grade level and students age | Participants   | Dimensions of diversity                     | Data collection methods       | Teachers' perceptions of diversity and inclusion   | Strategies and practices developed by teachers (inclusion)  | Teachers' professional development (inclusion)  | Limitations and implications |
|--------|------|---|---------|------------------------------|--|---|-------------------------------|--|---|---|------------------------------|
| 1      | AM 2 | Fernández Batanero, J. F. & Aguilar Parra, J. M. A. (2016)            | Spain   | Secondary / 12-16            | 254 PE teachers  | nationality/linguistic (immigrant students) | questionnaire and interview   | Teachers are aware of their work, showing favorable attitudes toward this diversity of pupils and providing knowledge about this type of pupil. Immigrant students and their characteristics do not constitute a disadvantage for the development of the teaching-learning process and, in some cases, affect coexistence. There is a great interest on the part of the teaching staff to ensure that foreign children learn Spanish as quickly as possible in order to join in the activities carried out in the classroom and that they respond to a particular culture (Spanish customs, values, traditions, language, etc.). | Attempt to eliminate any expression of racism or xenophobia. Promoting the educational success of immigrant students. Be willing to work to overcome the resistance that arises in the coexistence between cultures. Assume that changes will occur in your work as a result of incorporating immigrant students.   | The values to be developed in the initial training of physical education teachers should emphasize the social component, incorporating the moral and emotional dimension in the processes, without diminishing their effectiveness and the results obtained.  |                              |
| 2      | AM 4 | Cárdenas-Rodríguez, R., Terrón-Caro, T. y Monreal Gimeno, M.C. (2019) | Spain   | Primary/ 6-12                | Teachers and social educators from four centers in Seville | ethnicity (Roma), class                     | questionnaire and focus group | Most of the time, students present behaviors that are more related to the culture of behavior that is more related to the culture of marginalization than to the Romany culture: "The adaptations that we make at school are not made because the pupils are Roma, but because of pupils who live in a situation of exclusion" (Discussion Group, A1)  | Through the "target groups" it is indicated that the participation of the families is carried out with structures different from the traditional ones (tutoring): families arrive in the morning with the children, they stay for some time with the teachers, they participate in the class assemblies and many of them stay in the classroom as volunteers to work with the students and the teacher, so the truth is that there is a very close and trusting relationship. There are some participation and organization structures within the center, a family council and seminars every weekday morning, where families who want to come can participate in these seminars. There is no specific time to attend for families, nor is the training given to families outside of school hours, but it is given in parallel with their children's class hours, in order to | The importance of teaching emotion as a teaching methodology, especially in children from disadvantaged contexts and areas of high social vulnerability. For this, it is not enough to measure the academic performance of students; it is important to educate them in resilience and affectivity, especially in Roma students as a basis for their empowerment. |                              |



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|   |    |   |  |                                     |                        |                                 |   | specifics of standard elementary schools.) | individual learning plan for the pupil. Likewise, the need for a special work place for the socially disadvantaged pupil is considered rather irrelevant, including the overall arrangement of the class seating plan (M=6.202; SD=2.478) and targeted creation of space for the self-fulfillment of socially disadvantaged pupils (M=6.404; SD=1.958). Also rather irrelevant was support on the part of the headmaster and peers (good team work environment for teachers in the school) (M=6.152; SD=1.740). Further rather irrelevant determinants included authenticity of the teacher in relation to the pupil (M=6.192; SD=2.184) and in relation to the teachers of the socially disadvantaged pupil (M=6.232; SD=2.064). The least relevant determinants as seen by our respondents were the social origin of the teacher (M=8.323; SD=2.641) and the teacher's religion or race (M=9.303; SD=2.341).  | Thus, the respondents very often categorized the present research by the inclusion category. Another issue may be seen in the non-existence of a clear distinction between social exclusion and social disadvantage, which are still hard to tell apart. At the same time, the research was performed by the relatively uncommon Q methodology, allowing the respondents to sort the individual Q types by relevance with the possibility of changing the answer at any later moment.   |
| 5 | AM | 6 | Herzog-Punzenberger, Altrichter, Brown, Burns, Nortvedt, Skedsmo, Wiese, Nayir, Fellner, McNamara, & O'Hara (2020) | Austria, Ireland, Norway and Turkey | Lower secondary/ 11-14 | 115 teachers and school leaders | nationality/linguistic (migrant students) interview |  | <p>'Students lack essential means of learning' and teachers feel that they have to cope with immense challenges. Austrian and Norwegian teachers—with positive surprise—referred to 'students' good aptitude for learning the language of instruction' (AT_CS4_T3) or described migrant students who mastered the Norwegian language well enough to follow the lessons and take part in 'ordinary assessment' as 'normal students'. Some teachers did not feel that assessment should take account of student diversity. At times, the lack of expertise may also be connected with a lack of leadership, ignorance or xenophobic attitudes. Teachers with knowledge in this field seem to find adequate resources in most countries and schools and to support their colleagues in this respect. Teachers in one school observed that some of the well-motivated</p> <p>Most teachers tried to adapt their assessment procedures and grading to help students from diverse backgrounds to show their competencies and to experience success. In Norway, primary and lower secondary education teachers are legally required to hold 'learning development dialogues' (similar to 'parent-student-teacher conversations' in Austria) with students about performance, progress and potential improvement actions at least twice a year, for which they prepare a written report on the students' learning progress. As migrant parents may have problems in understanding the report or the overall procedure, some schools provide courses for parents on how to participate in these meetings.</p> <p>More often, teachers used their educational repertoire or developed ad hoc solutions to do justice to individual students' needs and potential. Overall, in most interviews, teachers did not feel well prepared for a diverse education system either from their pre-service teacher education or from the policies and supports provided by schools or education authorities. The term 'cultural diversity' is often avoided in explicit in-school discourse and only used implicitly to point to 'increased difficulties' for the teaching profession. Responding to cultural diversity is indeed a difficult concept, and it is undoubtedly in need of further clarification, in particular as it applies to classroom practice. There is some indication that this discrepancy between support material available and used may be connected with a lack of</p> | According to an EC-commissioned study on diversity in initial teacher education, there are few initiatives in Europe to train teacher educators in linguistic and cultural diversity including responsive assessment strategies (Dumcius et al. 2017, pp. 6870). As long as teacher educators are not well-equipped for preparing teachers to do this work, it is doubtful that adapted curricula and resource material will directly impact classroom practice. In conclusion, it is acknowledged that the findings and recommendations of this study are limited by the number of cases and its exploratory nature. Sampling of countries and schools was mainly based on opportunity and did not aspire to give a full |

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|   |     |    |                                  |       |                         |             |   |  | parents with a migrant background were very focused on their children performing well in the state examinations and were not interested in any assessment other than tasks that prepared them for the state exams. Teachers are well disposed, on the whole, to embracing diversity and adapting assessment to be more culturally responsive. It is not a lack of goodwill but more the limitations and constraints of existing assessment policies, together with inadequate training and limited supports, which are inhibiting a great leap forward.  | sensitivity to the problem in general and lack of expertise with respect to intercultural and multilingual education and culturally responsive assessment. While there are several options for professional development concerning multicultural education and second language learning available in Austria, Ireland and Norway, their impact on the work in schools and classrooms was not entirely convincing in these case studies. New in-service formats (e.g., coaching and long-term development processes of both school policy and classroom practice are needed. Indeed, some schools were not aware of both the availability of professional development on culturally responsive practices and the need for such competencies. | picture of the culturally responsive assessment practices in these countries.   |   |
| 6 | AM  | 9  | Matos, D., & Permisán, C. (2016) | Spain | Primary school/ 6-12    | 10 teachers | nationality/linguistic (immigrant students) | class observation, interview and questionnaire | Training based on the principles of intercultural education is essential to develop strategies that promote an environment that is open to diversity, in which migrants are included, and is an element in the fight against an exclusionary school and society, , where linguistic adaptation can be an obstacle to integration. Commitment to the cause of immigration and personal and social development often means that teachers are associated with immigration associations and work on a voluntary basis. Working with learners who have a different mother tongue from the language used in the school where they study is really difficult, but it is necessary to overcome the obstacles and to establish a relationship that takes into account the intercultural aspect in this context. | -   | Creation of pedagogical actions oriented towards training on the basis of intercultural education. Teachers' motivation, personal and social development and commitment to immigration. | - |
| 7 | MJM | 26 | Coin, F. (2017)                  | Italy | Primary education/ 6-11 | 34 teachers | Class (socioeconomic context)               | interview                                      | Considering the teachers' answers, it is clear A great majority of them (67%) admit an they recognize the problem related to the presence of pupils with different backgrounds. According to the 47% of approach focused on individual differences, such as constructivism. A certain percentage (20%) are looking for   | -   | -   | - |

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| <p>teachers, the most common difficulty is the gap in children's skills, knowledge, language and values. Teachers appear very sensitive to this theme and they tell of their frustration when faced with children's needs they cannot satisfy: It is difficult. One of the biggest difficulties is to be able to be efficient for everyone and many times there is a sense of guilt when you can't do the children's best, for lack of time and resources or because sometimes parents are an obstacle to the teacher's job and this is really sad. The teachers' will to help these pupils is noticeable. A great number of teachers (67%) affirm that the presence of immigrant children is "A wealth, an opportunity for discussion and growth." The teacher recognizes that it is no longer appropriate to continue practicing traditional models of transmission. However, it is not possible to devote attention to each student's individual process, such as suggested by constructivism.</p> | <p>a more inclusive approach, which has the features of enactivism. The teacher recognizes that it is no longer appropriate to continue practicing traditional models of transmission. In the classrooms of teachers who have spontaneously developed an enactive approach, the personal contribution of each pupil is recognized and valued, and children feel free to express themselves and to participate.</p> |
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| 8 | MJM<br>a | 27 | Demie, F.<br>& Lewis, K.<br>(2018) | England | - | <p>8 schools:<br/>8<br/>headteac<br/>hers; 8<br/>assistant<br/>headteac<br/>hers; 5<br/>deputy<br/>headteac<br/>hers; 3<br/>inclusion<br/>mangers;<br/>2 Special<br/>Education<br/>Needs<br/>Coordinat<br/>ors<br/>(SENCOs);<br/>15 class</p> <p>ethnicity<br/>and<br/>linguistic<br/>diversity</p> <p>focus<br/>group<br/>and<br/>lesson<br/>observa<br/>tion</p> | <p>Teachers identified that pairings and groupings were not only good to encourage use of pupils' home languages but also to provide good English language models and scaffolding for the EAL learners.</p> | <p>Teachers created supportive learning environments in which learners felt safe to take risks when speaking both their first language and English. Prior to a new topic, vocabulary was identified and explored, displayed, modelled and added to, so that children would hear and use the target vocabulary within the different contexts across the curriculum. Teachers recognized the importance of supporting pupils with sentence structures orally, requiring pupils to respond in full sentences and recasting when grammatically incorrect. There is evidence that individual teachers within the classroom used data for informing teaching and learning. All teachers had tracking sheets for pupils, identifying types of support, previous school and</p> | <p>Overall, our interviews and observation in this school clearly demonstrate teachers' knowledge and understanding of EAL pedagogy and strategies that have been developed. Supporting adults had a unique role in the achievement of pupils with EAL in schools. Like the teachers, all had received specific training in routine practices and specific interventions to raise the achievement of pupils including encouraging children to use their first language; talk partners; and pre-teaching specific concepts and then applying these techniques across the curriculum. Teachers and support staff planned and delivered lessons together. Whilst the teacher led the lesson, support staff modelled the English language for pupils using visuals and supported the pupils with</p> | <p>There are, however, some limitations to this study. While we do not aim to make generalizations from these case studies, we would argue learning from their good practice can make a difference to other schools. Each school had its own character and emphasis but it is clear, from the evidence of the study, that they have common characteristics which underpin their success, including the following:</p> <ul style="list-style-type: none"> <li>• Strong leadership on equality and diversity.</li> <li>• Effective support to pupils for whom English is an additional language, by trained and experienced teachers.</li> </ul> |
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teachers;  
8  
teaching  
assistants  
; 3  
learning  
mentors;  
55 pupils  
with EAL;  
5  
parents.

favorite subjects. Teachers make effective use of data to evaluate the quality of provision and to identify and provide targeted support for differentiated groups of students.

EAL in drama activities, using activities such as hot seating. The level of expertise within the school to support pupils with was good. The EAL coordinators were well-qualified, experienced and knowledgeable.

- Detailed, rigorous examination of performance undertaken regularly and followed by action that leads to improvement.
- Teaching and learning of high quality informed by assessment of performance.
- A broad curriculum which incorporates aspects of pupils' own culture and adds relevance and self-esteem to pupils' view of themselves.
- Teachers and staff from ethnic minority and EAL backgrounds who provide role models for pupils and who understand their needs.

We would argue this needs to be treated as emerging evidence for further research as our study is based on a small number of case study schools. Extending and developing more research into good practice research in raising the achievement of specific groups of pupils would be welcomed. The recommendation from this study is that there is a need for additional longitudinal studies using an ethnographic approach in different schools, LAs and regions in England to get a wider picture. Such research is useful for policy makers and schools to provide more evidence on "what works" which is relevant to teachers' practical concerns.

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| 9 | MJM<br>a | 29 | Rodríguez<br>Fuentes, A.<br>y<br>Fernández,<br>A.D. (2017) | Spain | Secondary<br>/12-18 | 22<br>parents<br>and 24<br>teachers | nationalit<br>y/linguisti<br>c<br>(immigran<br>t<br>students) | interview | Teachers declare knowledge "scant and general and I have obtained it through readings, courses, visits, word of mouth..." and only 4.2% say they have enough information. They are eager to obtain more information about origin, habits and cultural customs. Regarding the school behavior and | Teachers also identify as a solution for intercultural problems "dialogue based on mutual knowledge" and "participation: greater attention and availability by everyone", mainly (50% and 43.8%, respectively), and, to a lesser | More than half of the teachers interviewed (58.3%) consider their training to be "sufficient" to attend to this diversity in classroom culture, "due to their experience and training courses". However, 37.5% acknowledge not having sufficient training with resounding | From our work it follows, then, that an intercultural school must increase the information about the cultural diversity present in the center, spread the idea that everyone can have the same performance, accept that the |
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| academic performance of students from other cultural groups teachers also perceive them as normal (60%), although in both some answers are observed that indicate differences against culturally distinct groups: "they do not respect the rules" and "their performance lying is rare." From the point of view of teachers, although the relationships between the students are "normal", in general (50%), some teachers only qualify them as "acceptable, although cold". Teachers reinforce the first option most highlighted by family members (62.5%), with affirmations such as "programming is tailored to your needs", with no intra-case differences. Teachers opt (91.7%) for "integration" as the primary function of the school towards students from cultures other than the majority. According to the teachers' opinions, diversity should contribute to "learn" (73.9%) more than enrich the group (26.1%). Teachers added "equality" as a first observation, "the school must educate without discrimination and promote respect", followed by "integration", "elimination of prejudices" and "respect all cultures, valuing diversity. Religion does not favor integration". | extent (6.3%), with "the integration of families". | statements such as "in absolute" and "regular", "although help is received from the support teacher and orientation" (4.2%). Regarding their teaching self-training, they think that it should be developed through "courses on cultural plurality and how to integrate students" (81%): "recognize each culture of class, trips, readings, meetings, etc.", in the same proportion as the "information and practice". | presence of different cultures enriches everyone, take into account in the curricular development the idiosyncrasies of each cultural group, try to get everyone to succeed in school, regardless of where they are from, and, of course, use dialogue as a means of resolving conflicts of positive way. On the other hand, in addition to discovering what the needs are, as generated by students, not only in those of minority cultures but majority cultures also, the little concordance in perceptual-confluence attitudes between teachers and parents, which has also been revealed by Intxausti et al. (2014), emphasizes that, in terms of expectations, these are worse in teachers than in families. Students notice disagreement, which generates poorly resolved confusion, and they seek solutions in domains other than the peer group, which would be better. |
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| 10 | MJM<br>a | 32 | Mansikka,<br>J: E.<br>Westvall,<br>M &<br>Heimonen,<br>M. (2018) | Finland | - | teachers<br>in<br>Swedish-<br>speaking<br>schools | nationalit<br>y/linguisti<br>c group<br>(immigran<br>t interview<br>students) | Multiculturalism and cultural diversity did not belong to the general educational subject areas in this particular school, which implied that there were difficulties in accommodating the concept in relation to the traditional objectives of education. However, the same group of teachers acknowledged that their own cultural background gave them good presuppositions for dealing with cultural diversity. In discussing cultural diversity in teaching practice, one teacher said that, 'there are new things coming all the time and one must dare to see the possibilities. | The primary aim was to create a diverse practice that was inclusive, not only where everybody participated but also where pupils were challenged and exposed to new impulses. Music teachers in Finland have a certain freedom to develop their own particular teaching practice, but there is little time and support available to do something different from the traditional ways of teaching where they either engage pupils in singing and playing or deal with the basics of history or theory of music. | The importance of creating space for teachers to discuss their teaching reflexively and even be challenged in their activity. Teachers would benefit from introducing less well-known material and trying to make it accessible to their pupils. From this point of view, it is important for the teacher, together with the students, to be able to tread foreign ground, to transform the unknown into something familiar. | - |
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The day one stops considering the possibilities, one needs to start dealing with something else' (A4). This refers to the need for a teacher to constantly adapt to new and changing conditions within the educational context. Some teachers had a straightforward understanding of how music and multicultural aspects are intertwined. This was usually connected to a conception of the universal nature of music.

The subject of music was perceived as a universal language. On the one hand, there was a sensitivity to 'be aware of what they [pupils] will bring with them' so that the teacher can integrate it into the teaching practice. The cultural diversity must, however, be dealt with 'in a context so it will be meaningful for the children' (A4). Students were, first and foremost, thought of as individuals and as having a unique role in the world. We found one thread in the discussion that related the pupils to a framework of pluralism and individual differences. On the other hand, many teachers spoke about their students belonging to a specific group or in certain categories. There was a certain reluctance to distinguish between native and immigrant pupils when it comes to musical identity.

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| 11 | MJM | 33 | Poveda, D.,<br>Jociles, M.<br>I., Franzé,<br>A.,<br>Moscoso,<br>M. F. &<br>Calvo, C.<br>(2012) | Spain | Secondary<br>y/12-18 | teachers,<br>students<br>and<br>families | nationalit<br>y/linguisti<br>c<br>(immigran<br>t<br>students) | particip<br>ant<br>observa<br>tion (of<br>educato<br>rs' work<br>in<br>spaces<br>such as<br>teacher<br>meeting<br>s, their<br>classroo | The role of teachers or institutional decisions in constructing these paths is discursively minimized, while responsibility is explicitly transferred to family support and students' own dispositions. Teachers and administrators hold the upper hand and have created an institutional and a discursive apparatus in relation to immigrant students designed to accelerate their exclusion from the educational system so as not to disturb teachers' 'comfortable' working conditions. Teacher training schemes and dominant educational theories | They are also produced in interactions and in institutional daily practices. These processes are especially illustrated in the 'visits' to other programs outside ICA organized for students by the counselling department. These visits are not intended for and opened to all students; rather, they involve targeting particular students for these visits on the basis of how the school staff defines students' behavior and expectations. Placing students in different educational tracks is not a process that is achieved | - | The school we have investigated works in this terrain and makes use of these resources to construct students' educational trajectories. If anything, our analysis should help to scrutinize the logic behind these policies and measures. |
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|    |       |    |  |       |                   |   | ms, their interactions with student s and informal spaces such as conversations with colleagues during coffee breaks) and interview w | draw from certain conceptions of culture, development and family dynamics that construe immigrant students in problematic ways. In particular, Latin American students with more problematic academic and social trajectories are inserted into school routines and practices that define them as ‘student-types’ that do not fit in well with the expectations and educational programs. | through formal moments of assessment or decision-making and is, rather, something that is construed as occurring over time and collaboratively between teachers, counsellors and students.   |   |   |   |
| 12 | MJM a | 34 | Poveda, D., Jociles, M: I., Franzé, A (2014) | Spain | Secondary y/12-19 | psycholog ists, social workers, compens atory education teachers an intercultural mediator, tutor— teachers and education al profession als | nationalit y/linguisti c (immigran t students)  | interview, participant observation and field notes of multiple aspects of educators’ work in the school   | Previous schooling is presented as creating certain effects that hamper Latin American students’ experiences in Spain’s education system. Ironically, the underlying pervasiveness of this lowered expectation of Latin American students is even visible in how teachers interpret apparent cases of academic success. While this progress is positively acknowledged and valued, this assessment is accompanied by after-thoughts that index other underlying assumptions. Latin American students are often considered academically less qualified, and this view transpires implicitly and explicitly in various commentaries made by school staff. There are also specific aspects of students’ present-day experiences that are perceived as obstacles to their academic success. Most professionals in the school understand and acknowledge that the lives of the immigrant families they work with are characterized by | - | - | - |

hardship, stressful labor and challenging material conditions. Teachers try to keep in mind that this socio-economic reality is part of students' lives, but they also acknowledge that it is not difficult to slip into transforming all these material impediments for teacher-parent collaboration into a simplified explanation where "parental disinterest" is highlighted. Many immigrant (and Spanish-origin) parents lost their jobs and, as a side-effect, had more time to attend school meetings and respond to teacher calls, a change that was also gender-patterned.

Teachers discussed having concerns over whether the child using EAL had full understanding during classroom interaction, both academically and socially. When referring to whether they adapted their lessons in any way due to the presence of a child with EAL, the teachers exclusively focused on the child's comprehension. Teachers suggested the need for alterations to lessons was dependent on the child's level of English. A high level of English proficiency was also given as a reason for not using home languages (in any capacity) within lessons. Children having a low level of English were also given as a reason for not using home languages within the questionnaire data. Both schools, observed as a whole, had made attempts to visually demonstrate an inclusive ethos and both had visual displays relating to the concept of celebrating people's differences. The more urban school also had several displays that used 'hello' in different languages. In terms of their willingness to use pupils with EAL as a resource, the teachers showed strong support for the statement 'I think pupils who use EAL can contribute to the teaching of other pupils'.

One teacher (T4) described her use of traditional stories from the country of a child with EAL; another (T5), the use of bilingual story books with a foundation stage class; and one reported their child with EAL telling anecdotes from her home country (T1). T1 summarized her current practice regarding language learning, including home languages: We'll do the register in a different language and the afternoon is literally just the basics with things like "hello" and I try and encourage them to teach me things like "how are you" ... in their [home] languages. 'Show and tell' sessions were also reported to be a time when pupils, including pupils with EAL, would tell stories, teach some vocabulary or show cultural items including books, gifts and photographs. One teacher (T4) described a child teaching the other children about Christmas traditions in his home country. Teachers reported high levels of willingness for the general concept of using other languages, as well as providing academic support to pupils who use EAL, two areas of classroom practice teachers may be expected to

Some teachers specifically referenced their low confidence levels, though most referenced a lack of knowledge or experience in languages more generally, as well as the specific languages mentioned in the questions. Within comments relating to linguistic insecurity, the teachers were particularly concerned about their pronunciation. The teachers' comments suggested they were not only afraid of being incorrect themselves but also of teaching incorrectly. Teachers who had qualified more recently were more willing to implement the proposed scenarios, yet were not more confident to do so than teachers who had been teaching for longer. Teachers showed awareness of whether they had done something before or not, which was often dependent on the children in their current and previous classes (e.g., 'I used to have 13 EAL children in my class who all spoke Bengali, so we had weekly sessions where we learnt the language as a class, taught by the children'). A total of 20% of the respondents to the questionnaire had never studied a foreign language: lack of linguistic expertise may be problematic both for the potential implementation of

13 OS 37  
Bailey, E. & Marsden, E. (2017)  
England  
Primary school/5-12  
7 and 55 teachers  
linguistic  
observation, questionnaire and interview

undertake more regularly as well as the more specific highly scoring scenario 'Doing a topic week on Spain...'. Similar to the willingness scores and perhaps unsurprisingly, those items which described more traditional classroom practice, such as providing academic support to pupils who use EAL, teaching French and learning about Spain were scored higher by teachers. In terms of language-learning activities, teachers' scores indicated they would be more willing to implement activities that were aural or vocabulary based, than written or grammar-related.

home language pedagogies as well as more traditional foreign language learning at primary level.

Sixty-five out of sixty-seven participating teachers significantly loaded show a general agreement of multilingualism as a resource, where students can draw on knowledge in a different language while learning new languages, regardless of their first language. They believe that multilingualism has no negative influence on their school environment and the communication of social skills. On the contrary, coping with multilingualism is experienced as broadening the teachers' professional horizon. They are certain not to regard students with mother-tongue-like skills in the local dominant language as monolingual, but respect these students' full linguistic repertoire. At the same time, multilingual students do not need to speak all of their languages fluently to be considered multilingual. They are sure that multilingualism is not a consequence of mass migration, but a result of their teaching. Not seeing any particular problems with (Swiss-)German or general problems in school is therefore in line with their understanding of multilingualism. The teachers loading on this viewpoint consider multilingualism to be an important topic at

Translanguaging strategies are allowed by the teachers loading on this factor (30: -4, 28: 1) and are also used to develop the students' self-perception (Q sort 42). They even encourage their students to use their full linguistic repertoire (18: 3). Evaluating multilingual students in their mother tongue is, however, considered to be difficult (10: -1) or impossible due to lacking language skills of the teacher (Q sort 60).

They believe multilingualism is an important topic at school (2: 2) and should be part of teacher education (23: 2).

Against the backdrop of the faint or even absent importance of the local context, the results of this study clearly show that neither school size, nor student composition or school leadership are decisive in terms of their understanding of multilingualism. Nevertheless, similar research in other schools, especially in other linguistic areas of Switzerland, where a more product-oriented curriculum is applied, would indicate if significant differences exist among representatives from different linguistic communities or if there is a common language and curriculum and independent understanding of multilingualism in Switzerland. The study's results suggest that teachers have not yet fully shifted their preference and beliefs in favor of a pluralistic pedagogical approach. However, without a similar study prior to the undertaking of the professional development courses, it is impossible to assign clear value to

14 OS 43 Lundberg, A. (2019) Switzerland Primary school/6-12 3 primary schools linguistic questionnaire

school (2: 2), beneficial for everybody (Q sort 59) and a right of every student (9: 2). They treat everybody the same (20: 4), which is understood as a non-discriminating act, and provide the same rules for all students (Q sort 50). Moreover, students with a migration background should not be excluded from foreign language learning (22: -3). They consider the students' individual multilingualism as the norm (21: -3) and want to support them develop their multilingual self-perception (32: 3). Every student is treated the same, regardless of linguistic background (20: 4). The teachers loading significantly on this factor have, however, experienced the need for additional support for multilingual students (4: 2). This is accompanied with the belief that neither individual support for these students (26: -1) nor multilingualism as a whole is a right. Multilingual students are not in need of special education support (7: -3) or reduced learning objectives (25: -3). Nor should they necessarily go to preparatory classes (24: -1) or expect individual support in their mother tongue (26: -1). We have more work because of multilingualism even though we have nothing to do with it! The teachers loading on this factor consider multilingualism being an important topic (2: 3) because it is challenging German as the uncontested norm (21: 4). At the same time, no 'German-only policy' is regarded necessary (29: -4) and schools do not need to adapt to the increased diversity (16: -1). All students are entitled to receive the same treatment (20: 3). Multilingual students however need additional support and thereby increase the teachers' workload by creating reduced learning objectives (25: 2) or organizing additional German classes (4: 2). These teachers request more concrete guidelines

Passepartout. Nevertheless, similar research in a few years will show if teachers are able to accept new practices and draw on new and positive experiences, as adapting to new paradigms is a slow process (Pajares, 1992). Providing motivational conditions in line with the current curriculum to experiment with new pedagogical approaches and reflect upon them will support the teachers' further development (Thoonen et al., 2011). In accordance with this, more research about teachers' language practices, observable behaviors and choices (Spolsky, 2009) is suggested, as the current project only discusses the teachers' intended practical actions in the classroom.

about multilingualism (19: 1) and a discussion about the topic within the teaching staff to present a common attitude (15: 1). An intensified collaboration between language teachers is, however, not considered to be beneficial (31: -1), as language subjects should be taught separately (17: 2).

The majority of the students are Roma and there are very few immigrants, which is why the teachers consider that their reality is not multicultural and that, therefore, intercultural education does not take place. But they claim to address cultural diversity at very specific times, in activities, in classroom projects, or in specific weeks, although not as a global idea for the entire school. Regarding positive attitudes towards diversity, some consider that it is difficult for them, fundamentally due to the clash of values between what is intended to be taught at school and the values of Roma families. They consider that there is little language diversity at school. Regarding the students' academic skills, they think that, in reality, all students have a low academic level. About the family diversity, they state that the majority structure is the typical Roma one with mother, father and many siblings. Regarding gender, sexist and macho attitudes are evident, which are attributed to a specific issue of Roma culture. Regarding the cultural diversity within the school, they state that the teaching staff are not plural. Regarding their own image of the school, teachers say that they learn a lot, especially how to live with the students and their characteristics, and agree that it is a school that teaches them to be better people. But they recognize that it has gone from a normal school to a ghetto where nobody wants to take their children because everything is adapted and directed

Different strategies are sought, starting from the attitudes of students and families, and estimating the differences that exist between paya and gypsy culture through role-playing games or specific actions where, for example, equality between boys and girls in domestic chores is explored. As for the teachers' perception of socio-cultural and personal diversity in the community, they think that it is a reality to which they have to adapt and accept. The educational activities they carry out consist of learning about the different geographical areas of the world, preparing typical recipes from some countries and cultural weeks with gymkhanas and games from other cultures.

In order to carry out the global transformation plan for this school, it is necessary to count on the different voices that make up the educational community, therefore the recommendations that we present must be shared, debated and in agreement with those contributed by the different agents in the school (teaching staff, families, pupils, neighborhood ....). These are some of the possibilities and alternatives for starting out on the path. The aim is to draw up proposals for change based on the potential that will serve as a starting point for an inclusive intercultural project.

a) Establishing a common language: Inclusive and intercultural objectives and values shared and agreed upon by the educational community. b) Committing to a more humane and positive approach to diversity. c) Enhancing the image of the school and increasing the sense of belonging to the school as a community. d) Promoting high expectations and mutual trust.

In conclusion, we stress once again that these proposals are not intended to be a recipe book of solutions, but rather that all of them take on their full meaning when they are and managed by the center itself, analyzing and reflecting on everything that happens in the community and adopting action-research as a methodological framework for daily work. However, if we conceive of inclusion and interculturality as the backbone of the cultural changes that are taking place in schools, it is necessary to concretize some practical issues that help to connect collective reflection with the theoretical aspects of the model we defend.

15 LL 64 Moliner, L., Moliner, O. & Sales, A. (2010) Spain Primary school/ 6-13 16 teachers ethnicity (Roma), class interview

to the Roma pupils. Teachers understand inclusion as compensation, participation and teamwork, although many say that they are unfamiliar with this term. Inclusion understood as compensation for difficulties and needs is associated with a negative conception of pupils, considering that it is they who have the problem. It is emphasized that the school and education are a matter for the community, that it is everyone's business, and that everyone who has anything to do with the school needs to be involved in it. Inclusion is also understood as the teamwork of teachers and they consider that the basis for moving towards inclusion is that all teachers have sufficient skills to be able to work as a team.

There is no agreement on the considerations of inclusion, they recognize it as something positive, as something difficult, as a problem, or as an issue that is not even raised at school.

Teacher-tutors affirm (61%) that knowing the "bad reputation" of a student does not affect their relationship with him/her. That is, the majority state that prior information from third parties, and in this case negative information, about students does not generate a stereotype and therefore does not affect them in their relationship with them. However, the answers of the teacher-tutors are not conclusive when answering whether prejudices about some students do not affect their relationship with them, dividing them between the options "agree" (54%) and "disagree" (46). All the teachers surveyed state that believing in a student's possibilities positively affects the student's perception of him/herself.

Good teaching practice necessarily involves teachers' care in talking to each other about pupils with learning difficulties and especially those who have difficulty following rules or in relating to others. In this sense, the creation and promotion of stereotyping should be avoided.

Religious diversity is appreciated positively. At our school, there is the possibility to meet worldviews on the basis of equality and to learn from each other. We see the

During the lessons on religious education, we make use of the methods "Kind op maandag" [Child on Monday] and "Startpunt" [Starting Point] or of our

16 LL 71

Manota Sánchez, M., & Melendro Estefanía, M. (2015)

Spain

Primary school/ 6-14

13 teachers and 540 students

class

questionnaire

17 NS 74

Bertram-Troost, G., Netherland, Versteegt, I., van der

Secondary school /12-18

32 teachers

religion

interview

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| 18 | NS | 76 | Civitillo, S., Juang, L. P., Badra, M., Schachner, M. K. (2019) | Germany | Secondary school /15-18 | 4 ethnic German teachers | ethnicity | videorecorded classroom observations and post-observations interviews | diversity of worldviews as an opportunity for learning. At our school, there are pupils with diverse religious and secular backgrounds. There is also diversity in relation to ethnic background. Our team can also be religiously diverse. Also, teachers with a secular, Muslim, or Hindu background can work at our school. For many teachers, their personal worldview is fully coherent with the formal religious identity of the school. This leads to tensions in several domains. Teachers have different ideas on how to give shape to morning prayers and Christian holidays. Some teachers are of the opinion that the Bible should play an important role in the religious formation of the pupils. Others think that the Bible should just be used as an important cultural source. Furthermore, teachers experience a tension between the extent to which schools can and should be open to diversity and the extent to which their own (Christian) identity should remain visible. Some are of the opinion that openness is a threat to a clear Christian school identity, while others think the two can be combined. | own material. We pay a lot of attention to the choice of these methods; sometimes not only teachers are involved, but also members of the school board and parents. Religious activities have a “biblical character and Christian values are central.” We teach our pupils to relate to different worldviews from their own (Christian) background. At our school, teachers pay attention to religious education, in a separate subject, nearly every day. Sometimes, there is also attention paid to aspects of religious education in other subject areas. In the religious activities, mainly Christian values are central. However, the character of the activities can also be more biblical. As our method, we mainly use “Kind op Maandag” [Child on Monday] and “Trefwoord” [Catchword]. |
|    |    |    |   |         |                         |                          |           |   | ‘In our classroom, we have different cultures, nationalities as well as different socioeconomic statuses’ (acknowledging diversity). However, Iris repeatedly stated that such diversity has a limited influence on her teaching: ‘It does not play a role, whether your parents cannot talk German’ or ‘You cannot always say to yourself: “I have to think about diversity”’. A different, albeit related subtheme of color-evasion that emerged from coding Iris’s reported beliefs was color-silent. He showed empathy and understanding, with a continuous dedication to embracing diversity and maintaining high expectations (classroom relationships). Boris not only acknowledged  | Examples of (school) practices that endorsed cultural diversity only marginally, such as with multicultural breakfasts and celebrations of religious events. At the same time, she made other examples of classroom practices during her German lessons that encouraged a deeper level of understanding of diversity, such as examining poems written by Turkish authors. I ask my students, because I am interested: ‘How do you see that?’ And often I am very surprised what their answers are. I never thought that in doing so I could gather so many new ideas and knowledge. That is why I’m  |

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| diversity, but also endorsed beliefs that showed a willingness to explore different cultures and perspectives, recognizing, at the same time, his own limited knowledge. Motivation to get to know his students better (e.g., experience, religious beliefs) and to not only limit the discussions of diversity to isolated school and classroom occasions such as a multicultural breakfast (promoting different perspectives and practices). With regard to Nora's beliefs about CRT, three subthemes were identified: acknowledging diversity, promoting different perspectives and practices and accepting the challenge of diversity. Particularly, the latter subtheme (accepting the challenge of diversity) was very predominant in her discourse around diversity. 'During breaks, we do talk about diversity', later saying, 'I am not sure, if school is the right place to embrace diversity.' Similarly, Laura acknowledged and shared this conscious decision of embracing cultural diversity in certain moments only (color-silent): There are certain moments in which we deal with cultural diversity in school. But often it is not the case and I consider my students to be all equal e which is not necessarily true. | very curious and just ask the students. Nora was observed providing multiple opportunities for students' critical argumentations and perspective taking, in line with the dimensions of critical discourse and socio-political consciousness. Nora reported a range of practices from valuing the native language to being aware of families' situations. For example, Nora stated: We have a student whose parents are often going back to their country of origin. Then the student has to take care of her younger siblings and duties at home. Having that in mind, I prefer not to give the student homework, but keep her in school during an extra hour, to offer her a quiet workspace, more time and the opportunity to ask questions to me. When she was asked about classroom strategies to address diversity in class, Laura could not think about any classroom practices, but mentioned practices such as multicultural breakfasts and religious events that took place in the school. She emphasized that she could not think about teaching practices that embrace students' differences in her subject (science). |
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| 19 | NS | 83 | Borrero López, R. & Blázquez Entonado, F. (2018) | Spain | Secondary/12-18 | 54 secondary school teachers | individual interview, focus group, questionnaire | ethnicity | The professional respondents tend to agree with the majority of items that have taken into account attention to diversity, while also being aware of the influence that characteristics linked to cultural differences imprint on the educational process of the students. The qualitative data allow us to observe a certain dissonance in the idea of intercultural education that they understand and want and that they practice. The teaching staff feel challenged by the educational needs that arise in the multicultural contexts in which they carry | Teachers' opinions agree that the intercultural activities must be addressed to the entire school population, without exclusion. But there are still few teachers who contemplate interculturality as a critical and transformative proposal for education. | As for the category of teacher performance and training, the results show a very favorable attitude towards the assumption of intercultural education as a teaching model, although there is also a lack of sufficient strategies, training and support to implement it. However, it is clear that teachers cannot walk alone; universities, educational administrations, lifelong learning institutions and local authorities are the bodies that should support their work by guaranteeing the quality of the training on offer and the | For the development of a true intercultural education, it would be critical that teachers conceive interculturality not as a special modality of education for immigrant students, but as a proposal for educational action that must take place, as we have said, not only in schools where there are immigrant students, but in all, in general. The highlight of the analyzed results is that the educational response that must be |
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out their work; however, outside of the rigidity of the system or given autonomy, they come to show a total equivalence between discourse and practice at the time of contextualizing education strategies with those capable of being implemented in their centers. Teachers do not associate cultural diversity with a greater degree of violence or the appearance of a greater number of conflicts (although this association has been observed in many cases during the interviews). Even when the teachers are still far away from having internalized an intercultural educational model, they demonstrate a genuine concern and interest for this minority student body, which will constitute a firm starting point for further formative work. Teachers' opinions agree that Intercultural activities must be addressed to the entire school population, without exclusion. But there are still few teachers who contemplate interculturality as a critical and transformative proposal for education.

modification of structures. Even when the teachers are still far away from having internalized an intercultural educational model, they demonstrate a genuine concern and interest for this minority student body, which will constitute a firm starting point for further formative work.

offered in contexts of cultural diversity is interpreted as a different modality of educational attention. However, working along these lines does not allow us to speak of an inclusive school, nor of a shared curriculum, showing in the intervention practices that a dichotomy still exists with respect to the best way to work with the differences as more than an added value or as a problem that must be solved or deficiency that must be compensated. As a general conclusion of this work, it follows that the education underlying the multicultural reality oscillates between a model of assimilationist nature and a compensatory model, within the three orientations that the bibliography includes, assimilationist, segregator-compensator and critical intercultural approach, existing therefore, with little repercussion on the practice of the perception that teachers have about the implications of multiculturalism in the educational field, especially in the daily work in the classroom and the communication and disciplinary models that are used in it.

Teachers stereotype and classify immigrant pupils as unable to continue studying because of family circumstances and the immigration process in general. Their academic expectations of these immigrant pupils are negative and low. Teachers often consider attitudes of rejection, disrespect and contempt towards immigrant pupils as typical of the pupils' age and do not recognize racism in such attitudes. For

20 NS 84 Prats, J., Deusdad, B., & Cabre, J. (2017) Spain Second ary/12-16 54 linguistic, nationality (immigrant students) observation, interview

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them, teenagers generally hate those who are different: children who are fat or who wear glasses, for instance. In contrast to this tendency, although they are a minority, there are also teachers aware of these situations of disrespect and xenophobia among pupils. Teachers are not aware of the existence of stereotypes and xenophobia among pupils nor of their own stereotyping perceptions. They consider these attitudes common among teenagers and as a result no pedagogical responses are applied. Furthermore, they have low expectations concerning immigrant pupils and this could have a self-fulfilling prophecy that results in increased dropouts.

Overall, most teachers reported positive explicit multicultural attitudes ( $M = 3.52$ ,  $SD = 0.45$ ), while they implicitly favored the ethnic majority compared to the ethnic minority group. In addition, most teachers reported to sometimes, but not often, engage in prejudice reduction practices. As expected, female teachers showed significantly more positive explicit attitudes, less prejudiced implicit attitudes, and reported engaging in more prejudice reduction practices than male teachers. In addition, on average, teachers who self-identified as Dutch, reported significantly more positive Explicit Attitudes and engaged in more prejudice reduction practices, but also showed more negative Implicit Attitudes towards ethnic minorities, compared to teachers with other ethnic backgrounds. Self-identified Dutch teachers, in addition, reported being appointed in classrooms with a lower percentage of ethnic minorities, compared to teachers with other backgrounds. Most teachers in our sample reported having positive multicultural attitudes.

Teachers' prejudice reduction practices can have a positive impact on student engagement, but only if these practices are consistent with teachers' explicit multicultural attitudes. One explanation for this finding could be that teachers who are very sensitive to and familiar with matters of cultural pluralism provide good examples of multicultural values themselves. They not only talk about multiculturalism as an abstract ideal, but also enact it in the classroom by being aware of issues around diversity and acting on it. This would mean that they are reflective and knowledgeable enough to lead a meaningful and effective dialogue around diversity.

21 FP 87 Abacioglu, C.S., Zee, M., Hanna, F., Soeterik, I.M., Fischer, A.H., & Volman, M. (2019) Netherlands Primary/Secondary schools 6-12 m teachers and their 711 students ethnicity test battery

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| 22 | FP | 88 | Blaya, C.,<br>Allenbach,<br>M.,<br>Angelucci,<br>V., &<br>Rebetez, F.<br>(2020) | Switzer-<br>land | Primary/<br>6-13                                 | 19<br>teachers   | class               | focus<br>group | <p>The focus groups reveal, despite the acknowledgement of a strong involvement of the management team, a confused feeling regarding the coordination of socio-educational support actions and the respective roles. On the one hand, there is a certain unease—often attributed to the inclusion policies promoted by the Salamanca Agreements (1994)—regarding the monitoring of students considered 'difficult' or 'in difficulty'. School inclusion, seen from a philosophical point of view as an honorable initiative, gives rise to a feeling of work overload. Socio-educational work already appears as an integral part of the teaching profession, at the same time inevitable and peripheral, which distances it from its real profession and its field of competence. Teachers feel involved in psychological and social issues. They take responsibility for a socio-educational part of their job, but this is perceived as an activity outside their duties and as an overload.</p> | -  | <p>The socio-educational support measures proposed in the center are perceived not only as a help for the student, but also for the teachers, as an innovative and motivating contribution. These statements show that interprofessional collaboration can contribute to a feeling of improvement and professional development both in teachers and in the different school collaborators. As some teachers indicate, the profession is evolving and interprofessional collaboration offers new sources of professional satisfaction.</p> | <p>One of the challenges of education in the 21st century is to move from superficial collaboration to an initiative that enables teachers, social workers or health professionals to jointly develop intervention strategies that facilitate the development of inclusion for all students, supporting each student's professional identity, self-esteem and sense of efficacy.</p>   |
| 23 | FP | 90 | Egido<br>Gálvez, I. E.<br>& Bertran<br>Tarrés, M.<br>B. (2017)                  | Spain            | Primary<br>and<br>secondary<br>education<br>6-16 | 24 focus<br>groups<br>with<br>teachers<br>(5-7<br>members<br>each) | class/<br>ethnicity | focus<br>group | <p>In general, teachers have a more positive perception of the actions taken by schools to encourage cooperation between family and school than parents. Both headteachers and teachers place great value on collaboration with their pupils' families and strive to achieve it, which coincides with the perceptions of parents, who consider that schools do a good job in promoting relations with families. Moreover, both teachers and parents point out that the strategies developed are insufficient with some sectors of the families, who tend to remain outside the cooperation channels established in their centers. Some professionals seem to pay more attention to the involvement of individual parents than to the involvement of parents as a group, an aspect that the most recent research also prioritizes, considering that, although both</p>   | <p>In regards to parental support, they develop actions aimed at helping parents to raise their children properly, providing them with information on issues such as nutrition, timetables and healthy lifestyles. There are even some schools where teachers and head teachers indicate that they run after-school or weekend activities that try to involve families in leisure activities that can be beneficial for children. A small number of centers also provide families with material assistance (clothing, food, school material) to contribute to the well-being of children, either directly or through associations or social services. Some centers have developed at specific moments some experiences in this regard, such as language classes for immigrant families, family reading</p> | -   | <p>There is no doubt that the above conclusions should be taken with caution, since the research carried out has a number of limitations that deserve to be pointed out. In this respect, it is clear that an objective analysis of the cooperation strategies developed in schools was not carried out, but only the perceptions that managers, teachers and families have about them. On the other hand, this is qualitative research, carried out in a small number of schools, so it would be necessary to extend it to larger samples and complement it with other methodologies.</p> |

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|    |    |    |                                 |       |                      |  |                               |           | sides of the collaboration have positive effects, family support to the school career of each student is the most effective strategy to improve the results of students from the lower social levels.   | workshops or computer courses for parents. More often, learning-related issues are dealt with in individual meetings between families and teachers, without the school carrying out systematic work in relation to this kind of parental involvement.   |  |   |
| 24 | FP | 97 | Orozco, I., & Moriña, A. (2019) | Spain | Primary school/ 6-13 | 25 teachers from eleven public schools | nationality/linguistic/ class | interview | <p>The participants in this study knew that without motivation, there is no learning. For them, there was no point in trying to get students to assimilate content if they could not find a connection to their lives.</p> <p>Teachers considered that emotional relationships are conducive to learning and should be nurtured because it is a basic ingredient for classrooms to be truly humane. The most important thing that stood out was to know how to look at each child as he or she deserves to be, as a person full of possibilities. Teachers stated that they did not have a single role, but had multiple roles in their practice. The vast majority defined themselves as facilitators and responsible for empowering and bringing out the full potential of each child because they generated situations in which they lived with diversity and all students discovered that they could comfortably choose the path they wanted to follow in their learning.</p> | <p>Teachers incorporated content from lower to higher levels of difficulty, used service-learning and relaxation, played with their students, gave them responsibility, had high expectations and trust in their students, acknowledged their own mistakes, reflected in groups, had a calm and positive stance, and took a serious look at emotions so that their students would be resilient throughout their lives. Other strategies such as listening, building together and letting students choose the content they wanted to learn were highlighted. The methodologies used by all the teachers who participated in this study were participatory, global, interactive, constructivist and active. These included cooperative learning, gamification, ABN, interactive groups, dramatic play, emotional intelligence, neuroscience and peaceful coexistence. They also offered different routes to access information that responded to diversity: peer support, peer-led, the help of a partner, taking the information home or browsing the internet. In general, they did not use a single methodology, but several. The teaching staff also promoted the competency of "learning to learn", gave them the freedom to design their own activities, presented themselves as role models and made use of the scientific method and new technologies, but above all took care of the emotional skills of all the children.</p> | <p>Teachers stated that they did not have a single role, but had multiple roles in their practice. The vast majority defined themselves as facilitators and responsible for empowering and bringing out the full potential of each child because they generated situations in which they were living with diversity and all students were discovering that they could comfortably choose the path they wanted to follow in their learning.</p> | <p>Firstly, we consider that the availability and specificity of the sample delayed the selection of participants and the data collection process, because it was necessary to contact teachers' centers and some school management teams to secure and provide names, as well as to adapt to teachers' schedules and circumstances. It would be essential to study good teacher examples in depth to conduct case studies or life stories that trace the trajectory a person underwent to become an inclusive teacher. This could be complemented by video recordings and observations of classroom dynamics and interviews with other voices such as students themselves.</p> |



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| encouraged students to share their cultures in school. | activities' were organized out-of-class. These activities directly addressed cultural diversity by focusing on a specific facet of 'culture' such as foods, festivals, dresses, music and culture-typical objects. Students were usually invited to bring and show these cultural artefacts to the class or whole school, and making cultures visible was regarded as an enrichment for the whole school community. Most teachers found these activities valuable and interesting, because they facilitated getting to know students' different cultures, and were steps in making cultural diversity visible in school, where it was less evident before. Some teachers, however, criticized these 'parade' or 'side project' types of activities for not really bringing change in students' lives. | pedagogies for cultural diversity and student voice as a pedagogical tool have not yet been bridged, or that teachers have not yet developed skills to translate these into practice. |
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| Teachers showed distinct levels of awareness of diversity which successively predicted their knowledge of strategies for addressing diversity in the classroom. Questions regarding assessment, programs and teaching strategies for diverse learners showed that teachers' knowledge was highest for ability to modify classroom instructions for multilingual learners and high for strategies for teaching academic content to multilingual learners. Item-specific means were lowest for the nature and purposes of different types of programs for multilingual learners, strategies for using students' native language and culture to enhance acquisition of academic Finnish and grade level content and strategies for reaching out to and working effectively with multilingual learners' parents/guardians. The findings suggest that the vast majority of teachers in this study who worked with immigrant and diverse learners had limited prior experience in interactions, even | While there seems to be surface knowledge of diversity among teachers, many had not acquired the knowledge base necessary to teach to and through students' culture (Gay, 2010; Ladson-Billings, 2009). This may be due in part to teachers' lack of exposure and formal training in issues related to diversity and working with diverse students. Teachers' level of awareness of diversity reliably predicted their knowledge of strategies for teaching a diverse student. The more aware teachers were of issues related to diversity, the more knowledgeable they were about strategies for working with these students. The teachers in this diverse school considered their knowledge and skills about culturally and linguistically responsive teaching to be very low. Some reported not having been taught anything about diversity and diverse learners and expressed a desire to know more about these issues, while others seemed to hold | Finally, the teachers in this diverse school who responded to the survey represented demographic profiles similar to those of Finnish teachers in more monocultural schools and thus the results of this study should have relevance in the broad context of Finnish classrooms and in European countries in general. However, conclusions based on the findings must be interpreted with caution because by virtue of working in a diverse school, these teachers had more exposure to students from immigrant backgrounds and second language learners and might be expected to have more awareness. At the same time by virtue of their experiences, they provide a stronger insight into what teachers need in order to face diverse classrooms. The |
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26 DS 100 Acquah E. O, Tandon M., Lempinen S. (2016) Finland Primary - secondary/ 7-16 89 teachers linguistic/ nationality (immigration) questionnaire

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| fleeting ones, with people different from themselves in terms of race, culture and linguistic background.                     |   | deficit views especially regarding students' behavior. These results suggest a gap in knowledge regarding the culture and lived experiences of diverse learners and strongly corroborate the limited connections teachers had with people of different cultural backgrounds, supporting the notion that without experiences with diverse people and formal training in issues related to diversity, teachers have limited repertoire for addressing diversity. Multicultural training and intervention, especially, those already in place in a number of universities in Finland need to be streamlined to provide teachers with the opportunities for learning as equitable culturally and linguistically responsive teachers and provide support and differentiated learning opportunities that meet their specific needs. These courses and interventions should provide critical curricular experience for these teachers. It would be imperative that teacher preparation programs both in Finland and in other Scandinavian and European countries provide cultural exposure through activities such as cultural immersion programs in order for them to be successful in today's classroom. What they need then are appropriate ways to develop a strong knowledge base about students' culture as well as strategies and approaches that are effective in teaching them. This translates to a need for teacher trainers to construct the pedagogical practices that are critical for diverse learners. Coaxing educators away from assimilationist teaching can move them forward towards providing culturally relevant pedagogies for diverse learners. |  | limitation of this study is, however, that the study used self-reported data. A major methodological problem with self-reported data concerns the extent to which these methods yield reliable and valid information about teachers' beliefs. In studying sensitive matters such as diversity, self-reported data may yield to socially desirable responses. This bias interferes with the interpretation of average tendencies as well as individual differences. Furthermore, because this study did not include actual classroom observation of the teachers in action, responses may reflect what would be done rather than what is actually done in actual instructional settings. Future research may use alternative methods such as classroom observations of teachers in action, teacher reflections and autobiography. Such studies should lead to improved understanding of the relationship between personal experience, beliefs and practices. |  |
| There is greater social awareness (and awareness on the part of educators) of how we should respond to the needs of our time, | In fact, of the 14.2% of respondents who claimed to have made curricular adaptations, the responses showed that | Whilst at the turn of the century, the most frequently requested types of training were on knowledge of different cultures  |  | These data suggest that educational institutions have not yet grasped the philosophy of   |  |

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| <p>which is characterized by increasingly global, plural and diverse societies. Teachers' responses reflected that schools were experiencing a growing influx of foreign students at different times throughout the academic year: most of the actions were aimed at informing families about the migratory phenomenon and its impacts, whilst at the same time seeking to prevent any tensions arising from it. Educators continue to emphasize (at both the discursive level and in terms of teaching practice) actions mainly targeted at culturally diverse groups, saddled by the philosophy of previous policies and strategies (compensatory education measures) and in a way that underscores the inability of the system (social, political, etc.) to establish the philosophy of the intercultural model at educational institutions. There is a misapprehension by some professionals that work on cultural diversity at schools and in the classroom is only necessary at schools with high percentages of the above-mentioned student profile, based on the mistaken assumption that interculturalism is a subject related to foreign students.</p> | <p>they had adapted school material, i.e., texts or resources (32.2%), added content related to the students' cultures of origin (28.8%), diversified levels to facilitate learning (13.6%), provided individual tutoring sessions to support the student's development (13.6%) and adapted the content linguistically, usually by translating certain materials (13.1%). In the more recent study, all of these actions continued to be implemented and many more were added, primarily aimed at meeting the needs of students of foreign nationality (adaptation of menus, newcomer support classrooms, newcomer support plan, specific communication actions with foreign families, classes on native languages and academic support).</p> | <p>(60.7%), adapting curricula (37.6%) and conflict resolution strategies (23.8%), in the recent study these percentages had fallen dramatically, to 29.9%, 12.2% and 18.6%, respectively. However, it should be noted that 24% of the respondents in the recent study said that no training was needed because there is no diversity at their school, a testament to the lingering presence of an erroneous understanding of the concept that ties intercultural education to the presence of students of foreign origin in the classroom. In the 2000/2001 academic year, 89.7% of the respondents had not received any specific training on cultural diversity as part of their initial education. Nevertheless, this lack of initial training was related to the age of the respondent: amongst those under the age of 30, only 68% reported not having received any initial training, which suggests that universities had begun to include training on this subject in their offerings. An analysis of teachers' continuing training showed that 63.9% of the respondents had not had any training in cultural diversity. These data suggest that, although the differences are minor, teachers who work at multicultural schools continue to seek out more training on the subject in order to improve their educational activities in this regard.</p> | <p>intercultural education, as they have diversified their actions but in the sense of taking measures primarily for the integration and adaptation of the culturally different (as opposed to actions to foster intercultural competence in all students). All educational change takes time, on that we can agree (Fullan, 2001). However, how much longer will it take for us to understand that intercultural education is much more than an issue related to the children of foreign students?</p> |
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| 28 | DS | 113 | Carrasco Macías, M.J. & Coronel Llamas, J.M. (2017) | Spain | Secondary y/ 12-16 | 16 teachers | nationality/linguistic interview | in positive terms. However, these opinions cannot be generalized. Some are even unaware of the existence of specific plans and programs at the school level that cater to immigrant pupils. In general, the teachers participating in this study have limited knowledge of cultural diversity and lack what could be called multicultural competence. The results of this study | visible in the content developed in class or in the resources used to carry out school work. This circumstance is reinforced by the use of the textbook as the main resource for the development of classes. The classroom is not intentionally used as a space for academic and social integration. For all these reasons, cultural diversity is | are teachers who have not received specific training in cultural diversity issues. Only three of the sixteen teachers have voluntarily decided to participate in general courses on diversity and education. The lack of intercultural competence is likely to emerge as a key indicator in explaining teachers' perceptions of cultural diversity and its | competent teachers on classroom practices and classroom management in order to verify the effects of their own training on their professional activity. It is true that the research presented here is not exactly a positive example, but neither can it be generalized. Fortunately, in our |
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| <p>recognize the difficulty on the part of the participating teachers in differentiating between cultural diversity and diversity in general. On the other hand, knowledge of other cultures is very scarce and limited; only some of them have been personally and occasionally interested in finding out about them and very few have used the presence of immigrant students in their classes as an opportunity to access this knowledge. The teachers, while recognizing that they can do something from their position, consider that: "the most important thing is the adaptability of the child who comes here". Diversity management is therefore not a matter of their competence. Thus, teachers generally consider that relations between immigrant and native pupils develop in positive terms. The length of time spent at the school favors the integration process, not only academically but also, and above all, socially. Teachers perceive the management of cultural diversity from an interventionist point of view associated with the appearance of problematic situations and ignoring the possibility of anticipation or actions of a preventive nature. Most teachers consider that, at least for the time being, it is not necessary to implement specific actions for the management of cultural diversity in the classroom. On the one hand, students are integrated, on the other hand, their needs are the same as those of the rest of the student body and therefore catered for. Thus, cultural diversity is 'invisibilised' in the classroom. Almost all teachers clearly associate cultural diversity with certain problems that make it difficult to manage this issue in their classrooms.</p> | <p>managed and developed outside this space through the work developed and coordinated by the Guidance Service. Cultural diversity is not an issue considered by the teachers involved in this work and is therefore not managed in the classroom. Teachers are not "affected" by this issue. The arrival of immigrant pupils is being managed by this group, assuming, in any case, a secondary and indirect role. The teaching staff understand that this is a particular and specific issue that depends to a large extent on the students themselves and, in any case, on the work of the educational specialists available. The teachers 'send' the 'different' pupil to the specialist (counsellors, cultural mediators...) who take on the 'case' in order to solve it. These professionals make the diagnosis and prescribe a 'treatment' that the pupil receives individually and outside the classroom. At the same time, in some cases, they usually request a visit from the family to inform them of the existing conflicts or problems, or they receive this information through the specialists. Teachers hope and expect that one day the pupils will come to class 'repaired', 'adapted' and 'integrated'. In this way, their work is not disrupted, allowing them to teach the whole class - without interruption and as normal. Despite diversity, didactic planning, curricular contents, teaching actions and activities take into account the 'uniformity' of the group-class and the uniformity of the students. In relation to curricular work and the adaptation of subject content, it should be pointed out that this is not considered by most teachers; it is only carried out on rare</p> | <p>impact on classroom activity. Therefore, both initial and in-service training should address issues related to intercultural education and the management of cultural diversity in the classroom. It should not be forgotten that in the case of secondary schools, these are teachers whose initial training has been exclusively focused on disciplinary and not pedagogical issues. As far as initial training is concerned, it is necessary to note some progress in the sense of the incorporation of content related to intercultural education in the training of educational professionals in a large part of the Faculties of Education in Spanish universities.</p> | <p>country we have initiatives promoted by administrations such as the Resource Centre for Attention to Cultural Diversity in Education, as well as experiences, programs and good practices (for example, Ballesteros, and Gil, 2011; García-Corona, et al, 2010; López, and Tuts, 2012; Macías, Sánchez, and Cabillas, 2011; Santos Rego, Lorenzo, and Priegue, 2013, among many others), which, recognizing the work of teachers and their decisive role in this process, are laying the foundations and pointing paths for the development of intercultural education in our schools, in our classrooms.</p> |
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England and EAL pupils' former learning and achievement was very limited. Several teachers assumed parents' educational level via their children's performance, which is problematic. Overall, teaching staff appeared to assume that parents of EAL pupils from the A8 countries had generally low levels of education because they were working in the agriculture or service industries in England. Teachers at Windscott Academy in particular mentioned poor communication with parents and referred to a variety of educational or social assumptions, such as lack of educational background, a lack of interest in education, language issues, a lack of communication between children and parents and shift work.

Teachers describe the refugee students' profiles on the basis of their disadvantaged positions, lack of family support and cultural background in general. Teachers asserted that students perform problematic behaviors and this is the result of the psychology of war and migration. Teachers regard refugees' being devoid of economic resources is an important part reflecting to in-school processes. According to a significant proportion of teachers participating in the current study, deprivation from economic sources and inadequate satisfaction of the basic needs of individuals are among the reasons for education to be ignored. Teachers who deal with the presence of refugee students in the context of classroom practices are of the opinion that the presence of refugee students in the class slows down and complicates the teaching process, which has disadvantages for both refugee and native students. According to these teachers, the educational processes are interrupted and at the same time a structure that is far from

Teachers trying to overcome the language problem with their own efforts or with refugees who speak Turkish have problems arising from misunderstandings related to translation and believe that the problems can be solved through translators in the short run. So, what teachers do to prevent conflicts or to strengthen interaction among students and manage cohesion gains great importance. The research findings show that teachers' awareness of the different cultural backgrounds of the students, caring about these differences, and adopting a constructive attitude towards the inclusion of refugee children in the teaching process have positive reflections on the classroom atmosphere.

The basic proposal of Gay's (2000) Culturally Responsive Education is that teachers must be aware of who these students are and where they come from during the education of refugees. Having knowledge of the students' past experiences and the dynamics of their cultural heritage can be considered prerequisite to this awareness. It can be said that it would be very difficult for the teachers who are foreign to this knowledge to prepare a supportive learning environment functional for the integration of students into the new education system. The lack of knowledge of teachers about the cultural backgrounds of students is an obstacle for culturally responsive teaching (Banks & Banks, 2009).

One of the main implications of the current study is that teachers are desperate about how to deal with such a phenomenon in a pedagogical sense. The education system in Turkey has been in a tight situation between the problematic areas such as multiculturalism and multilingualism in terms of the education of refugees, and this constitutes a major obstacle to the individualization of the education for refugee students. It is often challenging for teachers having students from different cultural backgrounds in their classes to make their teaching inclusive for all students and to offer equal learning and development opportunities for each student. The reason for this challenge is that cultural differences are seen as a deficit (Fullan, 2017, s.131; Hurn, 2016, s.172). Results of the

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|  |  |  |  |  |  |  | <p>equality and justice is emerging. Teachers, in general, are of the opinion that these students should come to school after undergoing a serious linguistic and cultural orientation program. Explanations of teachers, who have created learning environments allowing students to share their past experiences or cultural specificities within the classroom, about these practices and the reflections of these practices on students show that the situations supporting students to find or to share something from themselves in the class will be conducive to their inclusion. Teachers think that refugee students should be taught in separate classes so that they can have effective learning experiences and can avoid being exposed to marginalization stemming from differences.</p> | <p>research have shown that teachers do not have sufficient resources to understand the out-of-school life of the refugee students, and this is the reason for teachers' forming their knowledge assessments about students through the general models of refugees. In the light of the results of this study and similar studies examining the adaptation process of immigrant children in terms of teachers' cultural responsiveness, new research can be conducted on how the process works for students. On the other hand, the studies focusing on the effectiveness of legal policies related to the education of refugees are regarded important in terms of revealing the strengths and weaknesses of the practices and preparing an inclusive education model for the education of refugees. In addition, investigating the patterns of transition to upper grades and educational levels of refugee students through surveys and longitudinal studies is also considered important in terms of structuring educational policies.</p> |
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| 31 | DS | 122 | <p>Szelei, N. ,<br/>Tinoca, L. &amp; Portug<br/>Pinho, A. S. al<br/>(2020)</p> | <p>Primary<br/>(6-10)<br/>and<br/>secondar<br/>y (15-17)</p> | <p>23<br/>teachers</p> | <p>nationalit<br/>y/<br/>linguistic</p> | <p>interview,<br/>observation,<br/>field<br/>notes</p> | <p>Teachers noted the importance of working with attitudes, dispositions, and thoughts about the teaching profession, cultural diversity and students. These complementary perspectives also show that teachers were aware of the need for a more holistic PD approach when addressing cultural diversity. This finding can be explained by the fact that linguistic diversity for many teachers in the sample was a new classroom reality, it might be that they did not yet feel empowered enough to bring</p> | <p>There was a workshop that focused on understanding diversity through student voice and developing student voice work through quasi-action research with student and teacher collaboration in pairs. Regarding linguistic diversity, it seemed that the main focus of acquiring teaching strategies for developing Portuguese language skills was from a monolingual Portuguese perspective, rather than through multilingual pedagogies. Most teachers noted that</p> | <p>As most teachers perceived their former education inadequate and irrelevant on this issue, they sought extra formal studies either at the training center, or at other entities such as universities or independent providers. The most common formal PD course teachers attended were the 'PNML' courses, and they found those useful. Apart from the 'PNML' courses, a variety of other workshops and courses were offered on the topics of diversity, differentiation, inclusion and</p> | <p>The findings of this case study carry several implications for PD providers, school leaders and further research. PD designs should rely on teachers' strongly articulated needs: to be meaningful to practice, involve collaborative forms and support teacher autonomy, but as well support the development of specific pedagogical skills. Formal PD can still be beneficial especially</p> |
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| about pragmatic change and they asked for specific pedagogical tools and resources as a first indispensable step. Cultural and linguistic diversity was seen as a demand for teacher learning, and most teachers revealed their needs and willingness to learn in order to better respond to this context. This need was accentuated regarding Portuguese language learners, since many teachers rarely encountered linguistically heterogeneous classes to this extent in their career before. The teachers therefore realized the importance of student voice in teacher learning. Through interacting with students, many teachers referred to attitudinal development in broad terms such as learning to always keep an open mind, respecting students and not to impose teacher ideas on them. | there are some forms of collaboration in the school cluster that could be seen as platforms for collaborative PD. Such were, for example, class and departmental meetings, and informal conversations with colleagues. It seemed that a few teachers formed pairs or small groups for collaboration informally to support each other with planning, sharing thoughts and ideas. A workshop on 'intervision' (peer classroom observation, reflection and planning) was initiated, and another workshop specifically on diversity involved teachers in pairs to engage with students' voices as a way to learn about and for diversity. These workshops were attended by some teachers, but collaboration in the sense of shared planning and inquiry with the aim of supporting students seemed to be a start-up feature in the school cluster. Regarding pedagogical practice, about half of the participants recognized the importance of interacting with students and parents in everyday life, and modifying strategies accordingly. | interculturality. These formal PD opportunities engaged teachers in a variety of learning activities depending on provider and trainer: frontal lecturing with minimal active teacher participation, episodic collaborative tasks (e.g., group discussion, creating mind maps), self-reflection, long-term pair work, and quasi-action research by engaging with students' voices. Therefore, most teachers acknowledged the impact of informal learning through practice, but it remained unclear what such learning entailed. About half of the participants also signaled the importance of learning from/with students, and its primacy over formal PD opportunities. Most teachers noted that there are some forms of collaboration in the school cluster that could be seen as platforms for collaborative PD. Such were, for example, class and departmental meetings, and informal conversations with colleagues. These opportunities were platforms for teacher discussions generally, and it remains unclear how they addressed cultural and linguistic diversity during these meetings. There were also formal initiatives in the TEIP program that encouraged teaching in pairs, or having a supporting teacher in the classroom, but interestingly, this cooperation with the supporting teacher was rarely identified as a collaborative PD opportunity, and seemed to remain on the level of technical support. Therefore, some teachers noticed that current collaboration was not enough and expressed a feeling of isolation, both on the level of individual classrooms and across the school cluster. | when teachers experience cultural and linguistic diversity as a new phenomenon and look for support. This study showed that teachers had a strong wish to expand their pedagogical repertoires in order to improve student learning. Therefore, PD should reinforce these needs by familiarizing teachers with meaningful pedagogical contents. Such are, for example, multilingual pedagogies, culturally relevant teaching, pedagogies of student voice and empowerment that support teachers in pedagogically conceptualizing their practices, and at the same time attempt to avoid Othering by focusing on students and improving student learning. However, this case study also showed that teachers were already acquainted with a number of formal PD frameworks that seemed to be rather confusing, and teachers might have felt overwhelmed with the plethora of theoretical perspectives taken on cultural and linguistic diversity. |
| Almost all teachers (96%) completely or partially agree that students' low performance is due to a lack of interest in learning or learning difficulties. At the same   | The majority of teachers (80%) overcome conflicts with the students by creating a supportive and tolerant atmosphere in class; by talking to the   | Erasmus+ project: Empathic and supportive teachers, key to quality and efficiency in education (EMPAQT), developed an international partnership   | -  |

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| <p>time, over three quarters of respondents consider that low performance is caused by students coming from families with problems (84%), by having familial responsibilities (working, taking care of siblings, etc.) (82%), or by coming from economically disadvantaged families (74%). Among the reasons for low performance added by teachers we also found: group influence, the individual potential of each student, negative social models, family values and motivation, lack of monitoring by parents, and lack of skills for learning to learn. It should be noted that the causes of low school performance are placed by teachers more at the level of factors related to pupils than school-related factors. A strong consensus was reached among teachers (85%) that the lack of motivation on students' part is a primary cause of conflicts. Other causes mentioned by teachers referred to poor communication with parents, societal models, school curricula that is not adapted to students' needs, economic factors, lack of career perspective for students and other student related factors (learning difficulties, behavioral problems and absenteeism). At the same time, 82% of teachers surveyed strongly believe that their own personal factors (professional motivation, abilities to handle conflicts) do not cause conflict with students. As a result, the cause of the conflicts is located by the teachers especially at the students' level. Almost all surveyed teachers (98%) completely or partially agree that the responsibility for preventing early school leaving lies within the families. This responsibility is, at the same time, primarily placed by teachers also on the students (83%) and on the support organizations from the community (75%), and at the government level (74%). Only</p> | <p>students and learning about their problems; by adapting the regular curriculum to the students' level; and by informing the parents. Less than 20% of respondents said they have made changes in the school management. As a result, the measures to overcome conflictual situations remain centered at the level of each teacher's strategies. According to the respondents' statements, the most encountered strategies employed by schools in order to prevent ESL are as follows: strengthening home-school liaison (95%), improving school ethos (89%), improving counselling services at school (85%), supporting teachers with regular in-service training (81%), studies done at the school level to understand better students' needs/difficulties (77%), mentoring and coaching from experts/agencies/volunteers outside the school during the school year (68%), and solving problems (45%), class management additional funding for these kind of problems (66%).</p> | <p>(Bulgaria, Italy, Malta, Romania and Turkey, 2016-2018) which aims to contribute to the creation of school environments that foster equity and inclusion, where disadvantaged learners receive all the support they need to succeed and to feel respected and valued. The policy approach chosen by the EMPAQT partners is people focused. On one hand, the project addresses the needs of the teachers as professionals to achieve pedagogical support, which will enhance their skills for creating a positive and supporting learning environment and for increasing students' resilience. For the development of work skills with pupils at risk of ESL, teachers mentioned priority training themes: increasing student motivation (59%), working with parents (55%), understanding differences (48%), specific teaching methodology for activities with students at risk of ESL (46%), inclusion strategies (31%), and evaluation strategies (16%). Teachers also proposed other complementary modalities of professional development: mentoring/coaching assured by those who have good results in working with pupils at risk of ESL (41%) and class observation (watching teachers dealing with similar situations) (29%).</p> |
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two thirds of teachers are assuming this responsibility for themselves (70%) or for the school counsellor (68%), and the school management (66%).

| Nº | Leitor/a | ID | Authors/Y ear / Autores/A no | Countr y / País | Grade level and students age/ Nível de ensino e idade dos alunos | Participa nts / Participa nts | Dimensio ns of diversity / Dimensão de diversidade  | Data collecti on method s / Método s de recolha de dados | Teachers' perceptions of diversity and inclusion / Percepções dos professores sobre a diversidade e inclusão   | Strategies and practices developed by teachers (inclusion) / Estratégias e práticas desenvolvidas pelos professores (inclusão)   | Teachers' professional development (inclusion) / Desenvolvimento profissional docente (inclusão) | Limitations and implications / Limitações e implicações |
|----|----------|----|------------------------------|-----------------|--|-------------------------------|---|--|--|--|--|---|
| 33 | DS       | -  | Bayram & Öztürk, 2021        | Turkey          | -  | 313 social studies teachers   | aged students in various respects (those with the potential to be excluded by society, such as Roma and street children, children | questionnaire  | More than half of the participants believe that mainstreamed and foreign students with insufficient Turkish skills should receive education in special institutions/classes that are separate from other students (57.9% and 61.6%, respectively). While only 13.7 and 13.4 percent of the participants, respectively, strongly oppose such a practice, it is seen that almost one-third of the participants (31.1% and 33.5%, respectively) strongly support the idea of separated institutions for the above-mentioned groups of students. The majority of the participants (70.9%) support the view that other groups of disadvantaged students (e.g., street children, children subjected to violence and children with broken families) should receive education in general educational institutions. It was found that a relatively high percentage of the participants believe in the idea that inclusive education will improve the academic success and social skills of disadvantaged students. In particular, the participants believe that students who have the potential to be excluded by society, will improve their academic success and social skills in [inclusive] general educational institutions (70.9% and 75.1%, respectively). | It was seen that more than half of the teachers do not use a differentiation strategy in every lesson. The most common differentiation strategy used by the participants is the differentiation of teaching methods and techniques (46%). In differentiated instruction, however, differentiated activities and small group work are usually used depending on the students' level in learning environments in which different teaching methods and techniques are used. Approximately half of the participants did not differentiate their classroom space and layout in the lessons they taught last semester. A total of 53.7 percent of participants reported using the textbook in every lesson, while only 37.1 percent reported using different resources and materials in every lesson. Only 26.5 percent of the participants stated that they differentiate assessment in every lesson, while 46 and 37.1 percent of them stated that they used different methods or techniques and different sources and materials in their lessons, respectively. |  |   |

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|    |    |   |                           |       |         |                              | with trauma due to disaster and violence, children with separated families, such as those who live in a childcare home, etc.). | While more than half of the participants (53%) felt that inclusive education would have a positive impact on the academic success of mainstreamed students, this rate dropped to 43% for students whose Turkish language skills are insufficient. While almost half of the participants (52.2%) agree with the idea that inclusive education will improve the social skills of students whose Turkish language skills are inadequate, the rate of those who believe that the social skills of mainstreamed students will improve through inclusive learning environments was 62.5 percent. The participant teachers generally tend to feel comfortable working with disadvantaged students. However, there is also a relatively negative attitude, especially towards students whose Turkish language skills are insufficient. |  |
| 34 | DS | - | Candela Soto et al., 2021 | Spain | Primary | 11 teachers and school staff | ethnicity (Roma), class  | observation and interview  | <p>In some teachers' discourses negative judgements, beliefs and evaluations usually arise in relation to the students, partly reflecting a situation of frustration and emotional tension, but also underlying a stigmatizing thought of incomprehension the social and cultural context of the school population. Low confidence of teachers towards the achievement opportunities of Roma pupils and what this implies for their performance and behavior at school. In the teachers' considerations of their students' ways of learning, cognitive elements such as intelligence or the ability to express oneself, and socio-affective elements, such as self-esteem or insecurity, which are characteristic and unalterable internal factors that limit teaching and learning processes in the classroom. The hegemonic image of limited or dysfunctional learners is transmitted, which in some ways masks teachers' own limitations in reviewing and recognizing the need for more inclusive and effective teaching strategies and practices.</p> <p>In the case of the teaching interventions that emphasize the value of difference, the use of community skills and resources, or the cultural richness brought by students and families, are exceptional (e.g., interactive groups). Openness towards the dialogic model.</p> <p>The ongoing training of teachers, and more specifically in environments with disadvantaged students, is a complex process of which we do not have full knowledge and therefore requires a professional commitment which is continually evolving. The ongoing training of teachers is fundamental for the social and educational development of students.</p> <p>The idea goes beyond the work for interculturality, it is the ability to understand the teacher as an agent of change, a conscious and capable social actor, who acts inside and outside the classroom to fight the injustices they experience with their students and to work on the values of our society. The participating teachers are aware of the value of cooperation and teamwork and recognize that they are necessary tools for cooperation and teamwork and recognize that they are necessary tools for the renewal of the teaching function.</p> |



On the one hand, there is the teacher who thinks and intervenes from an authoritarian perspective, as we have presented, demanding punitive reactions to students' transgressions, and on the other hand, there are those teachers who are committed to dialogue and quality dialogue and quality relationships in order to build a more egalitarian coexistence. The distrustful relationship that teachers show towards students also extends to the families.

In terms of attitudes, we found evidence that most teachers in our sample agree that including students' home languages at school can be beneficial for all students. In fact, Excerpt 1 shows how firmly teachers believe that learning should be bidirectional, so that all students and teachers can learn from each other. In contrast, monolingual attitudes were hardly found (e.g., regarding home languages as a family-related activity or banning them from the classroom, the only exception was found in Excerpt 5). In addition, the analysis revealed that the teachers do view the use of the home languages in a school setting not as confusing nor delaying the students' academic learning. In terms of the teachers' beliefs, our findings confirm that teachers involved in multilingualism programs are likely to reflect on and use multilingualism actively in the classroom, and to valorize both minority-speaking and migrant students. The teachers also report sharing many practical activities and discussions on how to use several languages in their classrooms. However, they also become increasingly critical regarding the operationalization of complex concepts such as translanguaging. Yet, questioning approaches while adopting them is less a sign for language-as-problem thinking, but

In terms of overt strategies, we could not find a clear pattern in the use of binary pronouns, juxtaposing 'we' and 'they'. Excerpt 5 was one of the few examples in which a 'you'-group and a 'we'-group are constructed, opposing a majority to a minority-speaking group and framing the use of languages other than Dutch as a 'problem'. However, in most instances in our corpus, binary pronoun usage was more complex, referring to fluid and hybrid groups that redefine themselves in the course of discursive practices. In terms of covert strategies, we identified some instances where students were clustered under the same home language label. However, implicit hierarchies between the groups were rarely constructed and no asymmetries in power or knowledge were attributed. So, although there was a certain degree of 'homogeneity', we found no evidence of attributing different rights or values to one group in difference to another.

35 DS - Duarte & Günther-van der Meij, 2022  
Netherlands primary teachers 44 linguistic/nationality observation and interview

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|----|----|---|---------------------------------|--------------------------------|----|------------------------|-----------|--|--|---|
|    |    |   |                                 |                                |    |                        |           |  | rather a sign for deeper reflection on the complexity at stake.  |   |
| 36 | DS | - | Rodriguez Izquierdo, Spain 2021 | Primary and Secondary teachers | 10 | linguistic/nationality | interview | Overall, teachers' perceptions towards the linguistic diversity of immigrant students were rather positive in rhetoric. From the analysis of the interviews, it appeared that the language teachers recognized the importance and value of living in two or more languages. The findings indicate that language teachers understand the importance of providing support for students' L1 not only for linguistic development but also to affirm the students' sociocultural identity. Thus, teachers expressed strong beliefs in the value of continuing to develop students' native languages. Conversely, mainstream teachers seemed to be more concerned about teaching content and therefore tended to have a less positive orientation towards linguistic diversity, associating it with 'a problem', and barely referred to it as an asset. It is worth noting that the representation of linguistic diversity was typically linked with poor academic performance. Mainstream teachers perceived insufficient proficiency in Spanish as a deficit of immigrant students (and their parents) and hence was identified as something needing to be answered by the families. Mainstream teachers seemed to perceive immigrant students as lacking the necessary linguistic skills to navigate the education system. Though teachers manifested that they were unable to accomplish the stipulated academic aims when teaching immigrant students, our findings showed that mainstream teachers did not connect this to their personal teaching competence. Altogether, the findings suggest that language teachers advocated for immigrant students focusing on the wealth they bring and adapting the | Language teachers stated that they generally learned simple vocabulary in the students' languages with which to welcome them when they did not know any Spanish. Additionally, they used online resources to communicate with students. It must be mentioned that the main strategy stated by language teachers was to make immigrant students feel accepted and welcomed. Another group of strategies mentioned by language teachers were extralinguistic support in the form of graphic organizers, and alternative assignments followed by modification of written texts and clear and explicit instructions. Conversely, mainstream teachers rarely mentioned the use of supports such as native language grouping, explaining difficult ideas, pre-teaching vocabulary, and creating opportunities in the classroom for discussions. The scaffolding strategies most mentioned by many of the mainstream teachers involved using materials provided by the specialist teachers. | They (language teachers) understand that their mission goes beyond teaching content, and involves mediation, integration and emotional support, pedagogical guidance, etc. It is, therefore, a process that is strengthened: language teachers pleased with their mission, and mainstream teachers 'not willing or trained' to do it. Another group of strategies mentioned by language teachers were extralinguistic support in the form of graphic organizers, and alternative assignments followed by modification of written texts and clear and explicit instructions. Conversely, mainstream teachers rarely mentioned the use of supports such as native language grouping, explaining difficult ideas, pre-teaching vocabulary, and creating opportunities in the classroom for discussions. The scaffolding strategies most mentioned by many of the mainstream teachers involved using materials provided by the specialist teachers. |

teaching methods and materials. These forms of advocating for immigrant students were a sign of welcoming multilingualism and implementing it in practice. Mainstream teachers considered that language teaching is not part of their job. Despite recognizing the ‘problem’ of having students in their classroom who do not know Spanish, they argue that their role is limited to teaching their subject. Conversely, specialist teachers totally agreed that it is, in fact, their job and are happy to accomplish this purpose. Mainstream teachers regularly underlined the inadequate placement of immigrant students in regular classrooms and the struggles of having to work with “uneven” groups.

The teachers explicitly stated that they enjoyed teaching multilingual cohorts, as these students added different experiences, cultures, and languages to the classroom, and that teaching without multilingual students in the classroom would not be as enjoyable. The teachers uniformly agreed that teaching linguistically diverse groups can pose challenges. The teachers regarded multilingualism as a benefit to varying degrees. They understood it as “an asset” (T1, interview1), “a good thing” (T5, interview 1), or as “something inside of you [which] just makes it easier” (T2, interview 2) to learn further languages. The teachers believed that having an advantage in acquiring EAL was highly individual (T2, interview 1 and 2; T5, interview 2) and not related to either being an ethnic Norwegian or a multilingual learner of English (T1, interview 2). On the contrary, there was a recurrent concern that some of the multilingual students may in fact be in an unfavorable situation due to low proficiency in Norwegian (T2, interview 1 and 2; T5, interview 2), or in their home language, in ...inviting their students to share vocabulary from their home languages (T1, interview 1), comparing words from different languages (T2 and T5, interview 2), talking about word order rules in different languages (T1, interview 2), and including cultural events. T1 also admitted that not every student felt at ease to share knowledge about their home language with the rest of the group, but that he was actively trying to make his students more comfortable about using all of their languages and sharing information about themselves (interview 2). T2 (interview 2) reported that in the previous school years, she had always used multilingual greetings with her students in the morning. The teachers also mentioned activities that they had not yet tried but were planning to use. T1 had many ideas, for example to let students write multilingual stories. T2 told us that she was planning to use a song which was available in several languages. She had already spoken to the music teacher and the Norwegian

There was also a great deal of insecurity and hesitation when the teachers considered and reflected on the approaches that they learned about in PD and tried to implement in their teaching. As a result, only some of the multilingual tasks that had been introduced and explained during the workshops were actually implemented in the classroom. The teachers still perceived themselves to be in the planning phase relative to multilingual approaches and postponed introducing major changes until the following school year (2020/2021).

37 DS - Lorenz et al., 2021 Norway mixed grades 3 teachers linguistic interview w

which they may not be fluent, may lack literacy skills, or may only have receptive skills. The teachers maintained that students who were originally from outside of Europe and who may not have attended school prior to moving to Norway faced additional obstacles. Overall, the teachers appeared more open towards multilingualism, they assigned home languages an important function in the learning of additional languages, and they were interested in exploring and using multilingual activities. At the same time, however, there remained the negative attitude towards the mixing up of languages as the teachers feared that it can create challenges for multilingual students.

teacher, and they were interested in turning it into a cross-curricular theme.

38 DS - McGillicuddy, 2021 Ireland - 685 teachers linguistic questionnaire

It is also notable that children from minority groups (Travellers/Eastern European) were more likely to be assigned to the lower ability level.

Findings from the ability grouping study indicated that teachers were more likely to use ability grouping as pedagogical practice if minority ethnic/migrant children were present. Differentiated pedagogical practices emerged in both studies with lower ability groups or when supporting minority language children. In the ability grouping study, teachers reported differentiated practices with children assigned to lower ability groups including lower expectations, less freedom for independent learning and increased reporting of behavioral management issues. Teachers employed stringent differentiated and structured pedagogical approaches when working with the lower ability groups.

39 DS - Nikula et al., 2022 Finland secondary Lower secondary 11 teachers and 100 students linguistic interview

Both the teachers and the students readily recognized students' linguistic diversity. This was seen as a challenge for teaching and learning. Thus, the teachers pointed out that they had CLIL students who struggle with Finnish and others who struggle with the CLIL target language. The teachers and

The interviews indicate that grouping in CLIL classrooms mostly happens by students' own choice or is randomized through lottery. When teachers form groups, they mostly target mixed-ability groups as a way to foster opportunities for peer-support. What emerged as a

the students emphasized that the criteria used in the final assessment is and should be the same for all learners in both CLIL and the mainstream programs. The teacher interviews communicate quite strongly an overall ethos of there being no or only little diversity in CLIL students' academic skills. In the more recently established English medium CLIL program, the teachers tended to compare CLIL students to mainstream students and consider the former as a selected group of skillful and motivated learners with supportive parents. In School 2, there was more heterogeneity in the student groups, with teachers pointing out that this diversity often results from the late enrolment of students with non-English or non-Finnish linguistic backgrounds. Perhaps due to this overall view of rather little diversity among CLIL students in academic skills, the teachers emphasized treating all students in the same way in order not to draw attention to possible differences. Teacher responses even included some very strong expressions of reluctance towards noticeable differentiation such as: I don't want that gap appearing in my classrooms. Teachers' overall view of CLIL groups as academically rather homogenous.

rather common strategy to enhance student equality was providing individualized support during groupwork, i.e., teachers monitoring students' work and being alert to what kind of support is needed. Teachers also brought up individual support in connection with tests and assessments in that some teachers have developed practices for individualized feedback even when the criteria for assessment remain the same, as was discussed earlier. In some subjects, e.g., arts and home economics, feedback is seen as such a natural and inherent part of teaching that it is taken into account constantly. In some other subjects, however, the teachers maintain that it remains the task for the students themselves to ask for individualized feedback as it is not automatized in the teaching process. The amount and type of homework is another means to provide individualized support in CLIL. The teachers realized this by, for example, not requiring that all students do the more advanced tasks. Instead, they assign the basic tasks for all while the more advanced tasks are offered as an individual (bonus) choice that the students can choose according to their skills or interests. Teachers also explicitly refer to tasks in textbooks as already differentiated, starting from the more basic ones and moving toward more applied ones. For this reason, they seem to perceive no need for other types of differentiation when giving homework.

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| 40 | DS | - | Siepmann et al., 2021 | Germany | Secondary | 31 teachers and 595 students | linguistic questionnaire, observation and | The teacher stressed that it was sometimes difficult to teach groups with different proficiency levels in the CLIL language and added that it was particularly challenging in the eighth grade when students with | Both stakeholder groups say that linguistic scaffolding is provided to support learners of different abilities and parts of the lesson are repeated in German to help students understand the |
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| interview<br>w | <p>different levels of linguistic competence start CLIL geography. With regard to this specific subject, the teacher observed that mixed language skills became particularly noticeable when dealing with topics of physical rather than human geography. In contrast to the survey results, the teacher found it less demanding to cater to different levels of academic competence and subject knowledge than to different linguistic abilities as differentiation was easier on content level. While teachers and students generally agreed that teachers considered students with different abilities in their lessons, there was a substantial discrepancy with respect to the more specific question of whether CLIL teachers had an adequate repertoire of methods to address these abilities; the teachers' own perceptions were much more positive than the students'. Both groups thought that classroom work tended to be student-centered to cater to the diversity of learners.</p> | <p>subject-matter content. The teacher noted that she offered translations in the students' first languages (e.g., Arabic) for self-study purposes. As examples of scaffolding techniques she used to foster language learning, she mentioned skills pages, sample texts and writing frames to raise her students' awareness of the generic features of academic writing and subject-specific genres. The teacher also stated that she provided handouts with useful phrases as output scaffolds to students to lower inhibitions and the threshold to actively participate in discussions. Regarding the use of German in CLIL lessons, the teacher reported that she avoided teaching entire lessons in German, but purposefully used code-switching to ensure the comprehension of complicated topics, such as desertification processes. The teacher also stressed the use of mediation tasks to develop bilingual discourse competence as part of subject-specific literacy. While teachers tended to agree that available textbooks, materials and resources already take into account different levels of abilities, they also confirmed that they needed to adapt these materials or even create their own to meet their students' needs. The teachers' estimates of the use of information and computer technology (ICT) to support mixed-ability students. The teacher said that, with the exception of short tests, assessment was largely formative and based on students' participation during the lessons. This included their contribution to discussions and commitment to individual, pair, and group work as well</p> |
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and 'more respect for education since they are less religious' to describe such families.

**Table S2.** Details of included studies

| Study identifier  | Setting (Country) | Sample characteristics |  | Dimensions of diversity                     | Data collection methods   | Study focus   |
|---|-------------------|------------------------|--|---|---|---|
| Moliner, L., Moliner, O. & Sales, A. (2010)                               | Spain             | Primary school/ 6-13   | 16 teachers  | ethnicity (Roma), class                     | interview   | school culture and conceptions of socio-cultural and personal diversity   |
| Poveda, D., Jociles, M. I., Franzé, A., Moscoso, M. F. & Calvo, C. (2012) | Spain             | Secondary/12-18        | teachers, students and families  | nationality/linguistic (immigrant students) | participant observation and interview   | institutional, family and peer-based factors that contribute to the construction of students' socio-academic trajectories     |
| Poveda, D., Jociles, M. I., Franzé, A (2014)                              | Spain             | Secondary/12-19        | psychologists, social workers, compensatory education teachers an intercultural mediator, tutors— teachers and educational professionals | nationality/linguistic (immigrant students) | interview, participant observation and field notes of multiple aspects of educators' work in the school | cultural diversity and work with immigrant students' educational circumstances  |
| Manota Sánchez, M., & Melendro Estefanía, M. (2015)                       | Spain             | Primary school/ 6-14   | 13 teachers and 540 students   | class                                       | questionnaire   | good teaching practices, which have an important impact in shaping the classroom climate, especially with vulnerable students |



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| Acquah E. O., Tandon M., Lempinen S. (2016)                | Finland | Primary - secondary/ 7-16            | 89 teachers                                      | linguistic/nationality (immigration)                    | questionnaire                                  | linguistic and cultural diversity  |
| Fernández Batanero, J. F. & Aguilar Parra, J. M. A. (2016) | Spain   | Secondary / 12-16                    | 254 PE teachers                                  | nationality/linguistic (immigrant students)             | questionnaire and interview                    | additional competencies needed for physical education teachers who work with immigrant students  |
| Matos, D., & Permisán, C. (2016)                           | Spain   | Primary school/ 6-12                 | 10 teachers                                      | nationality/linguistic (immigrant students)             | class observation, interview and questionnaire | intercultural education and teacher education in a multicultural and multilingual context  |
| Bailey, E. & Marsden, E. (2017)                            | England | Primary school/5-12                  | 7 and 55 teachers                                | linguistic  | observation, questionnaire and interview       | language awareness activities, using pupils who speak languages other than English as a linguistic and cultural resource   |
| Carrasco Macías, M.J. & Coronel Llamas, J.M. (2017)        | Spain   | Secondary/ 12-16                     | 16 teachers                                      | nationality/linguistic                                  | interview                                      | cultural diversity management  |
| Coin, F. (2017)  | Italy   | Primary education/ 6-11              | 34 teachers                                      | class (socioeconomic context)                           | interview                                      | the most widespread approaches, mainly, to understand whether a change is taking place in classes composed by students from different nationalities                                |
| Egido Gálvez, I. E. & Bertran Tarrés, M. B. (2017)         | Spain   | Primary and secondary education/6-16 | 24 focus groups with teachers (5-7 members each) | class/ethnicity   | focus group                                    | collaborative practices between family and school developed in schools that, despite being located in disadvantaged urban contexts, are characterized by achieving good results    |
| Prats, J., Deusdad, B., & Cabre, J. (2017)                 | Spain   | Secondary/12-16                      | 54 interviews + 22 observations                  | ethnicity, linguistic, nationality (immigrant students) | observation, interview                         | stereotypes and xenophobic attitudes towards immigrant pupils, and on how teachers address this multicultural classroom dynamic and complexity and any possible prejudices towards |

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|   |                |                         |  |   |  | stereotypes and racist attitudes that surface inside the classroom  |
| Rodríguez Fuentes, A. y Fernández Fernández, A.D. (2017)                                | Spain          | Secondary /12-18        | 22 parents and 24 teachers   | nationality/linguistic (immigrant students) | interview  | cultural diversity  |
| Šafránková, A. P. and Zátopková, K. (2017)  | Czech Republic | Primary school/ 6-15    | 99 teachers  | class                                       | questionnaire                                    | education of socially disadvantaged pupils  |
| Bertram-Troost, G., Versteegt, I., van der Kooij, J., van Nes, I., & Miedema, S. (2018) | Netherlands    | Secondary school /12-18 | 32 teachers  | religion                                    | interview  | Christianity nowadays   |
| Borrero López, R. & Blázquez Entonado, F. (2018)  | Spain          | Secondary/12-18         | 54 secondary school teachers   | ethnicity                                   | individual interview, focus group, questionnaire | the pedagogical model from which intercultural education is understood and worked by teachers                         |
| Demie, F. & Lewis, K. (2018)  | England        | -                       | 8 schools: 8 headteachers; 8 assistant headteachers; 5 deputy headteachers; 3 inclusion managers; 2 Special Education Needs Coordinators (SENCOs); 15 class teachers; 8 teaching assistants; 3 learning mentors; | ethnicity and linguistic diversity          | focus group and lesson observation               | schools that serve English as an additional language (EAL) pupils and the factors behind their successful achievement |

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|   |             |                            | 55 pupils with EAL; 5 parents.                                    |   |  |   |
| Mansikka, J: E. Westvall, M & Heimonen, M. (2018)                                       | Finland     | -                          | teachers in Swedish-speaking schools                              | nationality/linguistic (immigrant students) | focus group interview  | the role of general music education within the framework of cultural diversity  |
| Schneider, C. & Arnot, M. (2018)  | England     | Primary and secondary/5-16 | 8 teachers  | linguistic                                  | interview  | modes of school communication associated with language and cultural diversity   |
| Tibu, S. L., & Horga, I. (2018)   | Romania     | Secondary / 16-19          | 260 teachers  | class                                       | questionnaire  | the needs of the teachers as professionals to achieve pedagogical support   |
| Abacioglu, C.S., Zee, M., Hanna, F., Soeterik, I.M., Fischer, A.H., & Volman, M. (2019) | Netherlands | Primary/6-12               | 35 upper primary school classroom teachers and their 711 students | ethnicity                                   | test battery   | the relationship between teachers' prejudice reduction practices  |
| Cárdenas-Rodríguez, R., Terrón-Caro, T. y Monreal Gimeno, M.C. (2019)                   | Spain       | Primary/ 6-12              | Teachers and social educators from four centers in Seville        | ethnicity (Roma), class                     | questionnaire and focus group  | the situation of Romani females in disadvantaged contexts throughout their educational process and to establish the necessary strategies to promote the educational process of these students |
| Civitillo, S., Juang, L. P., Badra, M., Schachner, M. K. (2019)                         | Germany     | Secondary school /15-18    | 4 ethnic German teachers  | ethnicity                                   | videorecorded classroom observations and post-observation interviews | the dynamic relation between culturally responsive teaching, teacher cultural diversity beliefs, and self-reflection on own teaching  |
| Lundberg, A. (2019)   | Switzerland | Primary school/6-12        | 3 primary schools   | linguistic                                  | questionnaire  | teachers' viewpoints about multilingualism and multilingual students in the context of mainstream multilingual education  |
| Orozco, I., & Moriña, A. (2019)   | Spain       | Primary school/ 6-13       | 25 teachers from eleven public schools                            | nationality/linguistic/ class               | interview  | the practices of twenty-five primary school teachers who develop inclusive pedagogy   |

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| Szelei, N., Tinoca, L., & Pinho, A. S. (2019)  | Portugal                            | Primary (6-10) and secondary (15-17)                     | 23 teachers, 5 leadership members and 4 support staff members | nationality (migration)/linguistic/ religion | interview                           | the activities teachers developed in a school cluster in order to address cultural diversity, and particularly, how students' voices were used as pedagogical tools |
| Blaya, C., Allenbach, M., Angelucci, V., & Rebetez, F. (2020)  | Switzerland                         | Primary/6-13   | 19 teachers   | class  | focus group                         | the emergence of socio-educational work in the school context in order to prevent early school leaving  |
| Garreta-Bochaca, J.; Macia-Bordalba, M. & Llevot Calvet, N. (2020)   | Spain                               | Primary - secondary/ 6-16                                | 740 teachers  | nationality                                  | questionnaire                       | the evolution of intercultural discourses and practices   |
| Herzog-Punzenberger, Altrichter, Brown, Burns, Nortvedt, Skedsmo, Wiese, Nayir, Fellner, McNamara, & O'Hara (2020) | Austria, Ireland, Norway and Turkey | Lower secondary/ 11-14                                   | 115 teachers and school leaders                               | nationality/linguistic (migrant students)    | interview                           | diversity and assessment practices of teachers in the light of increasing cultural diversity  |
| López López, M. C. and La Malfa, S. (2020)   | Italy                               | Primary and the first grade of secondary education/ 6-12 | 182 compulsory education teachers                             | ethnicity (Roma)                             | questionnaire                       | cultural diversity which are held by teachers working in compulsory education with Roma students  |
| Soylu, A., Kaysili, A., & Sever, M. (2020)   | Turkey                              | Primary and secondary/6-17                               | 14 teachers   | linguistic/nationality (refugees)            | interview                           | teachers' experiences of teaching to refugee students through culturally responsive education   |
| Szelei, N., Tinoca, L. & Pinho, A. S. (2020)   | Portugal                            | Primary (6-10) and secondary (15-17)                     | 23 teachers   | nationality/ linguistic                      | interview, observation, field notes | context-based professional development (PD) for cultural diversity  |

|                                      |             |                       |                              |  |  |   |
|--------------------------------------|-------------|-----------------------|------------------------------|--|--|---|
| Bayram & Öztürk (2021)               | Turkey      | -                     | 313 social studies teachers  | a) Children with disabilities, b) Foreign students with insufficient Turkish skills, and c) Disadvantaged students in various respects | questionnaire                            | opinions, knowledge, and practices of social studies teachers for inclusive education                                   |
| Candela Soto et al. (2021)           | Spain       | Primary               | 11 teachers and school staff | ethnicity (Roma), class  | observation and interview                | ideas and convictions that teachers have about students from disadvantaged groups                                       |
| Lorenz et al., (2021)                | Norway      | Mixed grades          | 3 teachers                   | linguistic   | interview                                | the impact of professional development on teacher beliefs and practices in linguistically heterogeneous EAL classrooms  |
| McGillicuddy (2021)                  | Ireland     | -                     | 685 teachers                 | linguistic   | questionnaire                            | minority ethnic children/young people's voice(s)  |
| Rodriguez Izquierdo, (2021)          | Spain       | Primary and Secondary | 10 teachers                  | linguistic/nationality   | interview                                | linguistically responsive teaching viewed as one way of implementing the notion of intercultural education              |
| Siepmann et al. (2021)               | Germany     | Secondary             | 31 teachers and 595 students | linguistic   | questionnaire, observation and interview | competence-related diversity and resulting learners' needs  |
| Duarte & Günther-van der Meij (2022) | Netherlands | Primary               | 44 teachers                  | linguistic/nationality   | observation and interview                | knowledge, attitudes and skills developed by the participating teachers on implementing forms of multilingual education |
| Nikula et al. (2022)                 | Finland     | Lower secondary       | 11 teachers and 100 students | linguistic   | interview                                | diversity in CLIL   |
| Singh (2022)                         | Austria     | Secondary (11-13y)    | 20 teachers                  | religious/linguistic   | interview                                | religious diversity in schools  |