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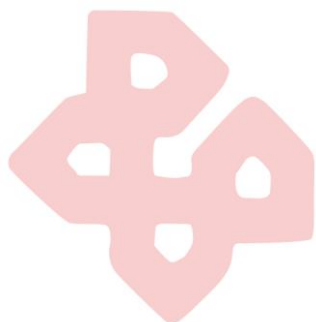
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A TOOL FOR TEACHER REFLECTION ON THE RESPONSE TO DIVERSITY IN SCHOOLS

Una herramienta para la reflexión docente sobre la respuesta a la diversidad en las escuelas



*Cecilia M^a Azorín**

*Mel Ainscow***

*Pilar Arnaiz**

*Sue Goldrick***

**Universidad de Murcia*

***University of Manchester*

E-mail: cmaria.azorin@um.es;

mel.ainscow@manchester.ac.uk; parnaiz@um.es;

sue.goldrick@manchester.ac.uk

ORCID ID: <https://orcid.org/0000-0001-8454-8927>

Abstract

This article describes the design process of a tool for teacher reflection on the response to the diversity of students in schools. The tool has been checked by 31 British and Spanish researcher 'inter-judges' to ensure its content validity. These professionals were asked to draw on their knowledge and experience of response to diversity, inclusive education and research methodology. The paper includes (1) the discourse created through the semi-structured interviews with the British participants during the revision of the initial version of the tool, (2) the rating of the material generated through a group discussion of researchers from the home university of the authors in Spain, and (3) the evaluation of other Spanish reviewers, who completed a custom-built evaluation chart, using the aggregated individual method. The quantitative and qualitative information gleaned from the chart was analyzed with IBM SPSS 22.0 and Atlas.ti 7 software. The findings, opinions and suggestions to change have been incorporated into the final version of the tool, which we have called Themis Inclusion Tool. The conclusions drawn are that it is a new resource that may serve as a starting point for improvement processes geared towards more inclusive practices in schools.

Keywords: *Inclusive education, response to diversity, teacher reflection.*

Resumen:

El objetivo de este trabajo es exponer el proceso seguido durante el diseño de una herramienta para la reflexión docente sobre la respuesta a la diversidad del alumnado en las escuelas. Partiendo de este propósito, la herramienta creada ha sido sometida a un procedimiento de validez de contenido interjueces en el que han participado 31 profesionales de nacionalidad española e inglesa, invitados a colaborar por su experiencia y conocimiento en materia de atención a la diversidad, educación inclusiva y metodología. El artículo presenta (1) el discurso abordado en las entrevistas semiestructuradas mantenidas con los jueces ingleses para la revisión de la versión inicial, (2) la valoración del material generado mediante un grupo de discusión formado por investigadores de la universidad de origen de los autores en España, y (3) la evaluación de otros jueces españoles a través de la cumplimentación de la plantilla de revisión confeccionada ad hoc, utilizando el método de agregados individuales. La información de naturaleza cuantitativa y cualitativa derivada de esta plantilla ha sido analizada con el paquete estadístico SPSS 22 y con el software Atlas.ti 7. Los hallazgos indican los juicios emitidos por los revisores, así como las sugerencias de cambio que han sido incorporadas a la versión definitiva de la denominada "Herramienta Themis para la Inclusión". Las conclusiones apuntan a la creación de un nuevo recurso que puede ser de utilidad como punto de partida para acometer procesos de mejora tendentes al desarrollo de prácticas más inclusivas en los centros educativos.

Palabras clave: Educación inclusiva, atención a la diversidad, reflexión docente.

1. Challenges of the response to diversity in schools

The political agendas of various countries today promote reforms aimed, in the main, at developing more inclusive education systems (Organisation for Economic Cooperation and Development, 2015). Indeed, in recent years evaluating and improving inclusion has become a must in the school scenario. This inclusive philosophy champions the elimination of manifestly exclusionary processes present in certain attitudes and responses to diversity which may on occasions be motivated by reasons of gender, success, race, social class, religion, sexual orientation and disability (Ainscow, 2015). Inclusive education is materialized in a series of beliefs, values and assumptions including (1) seeing diversity as something positive that enriches the educational community, (2) the participation of all students in the standard syllabus and in curricular and extracurricular activities, and (3) attending to students with equal guarantees and conditions (Dueñas, 2010). Inclusive education responds to prevailing classroom differences by creating learning environments and opportunities for all (Spratt & Florian, 2015).

As a consequence, diversity is a global education challenge (Ainscow, 2016). In this respect, teachers have always faced the debate of how best to respond to the differences that exist among students (Messiou & Ainscow, 2015). In Spain, as in other countries, this response is associated to the attention to student needs and characteristics (Arnaiz & Azorín, 2014).

Hence, the renewed interest of researchers in evaluating how this response is actually taking place. In this respect, self-assessment is a powerful ally in improving inclusion (Bourke & Mentis, 2013). The dominant neoliberalism of the 1990s gradually led to the appearance of indicators and controls. With time, this new

interest in measuring things became a common part of schools' dynamics and a number of tools were created that were aimed at (1) enquiring into the response to student diversity, and (2) evaluating the degree of inclusion in education scenarios (Azorín, in press). Some research alludes to the important role of these tools as part of self-assessment processes when establishing actions that foster inclusive practices (Arnaiz, Azorín & García-Sanz, 2015; León & Arjona, 2011). Several pieces of research continue to address the question of how to respond most effectively to student diversity (Azorín, 2016; Calderón, 2013; Echeita, Muñoz, Sandoval & Simón, 2014; Martínez, 2011; Miles & Ainscow, 2011; Sánchez & García, 2013).

In this article, we present our own tool, which is designed to offer an overall evaluation of the response to student diversity in schools. Below we introduce a brief outline of the theoretical framework of the Structural Index of Themis (see Table 1).

Table 1
Structural Index of Themis.

DIMENSION A: CONTEXTS		
Categories	Indicators	Nº Item
WITHIN SCHOOL BORDERS <i>Inclusive aspirations</i>	A.1. Socioeconomic situation	1-2
	A.2. Cultural diversity	3
	A.3. Education policy	4
	A.4. Leadership	5-7
	A.5. Pro-inclusion values	8-9
	A.6. Discrimination prevention	10
BETWEEN SCHOLAR COLLECTIVES <i>Teachers, students and families</i>	A.7. Teacher and student relation	11-12
	A.8. Collaboration among teachers	13-15
	A.9. Family and school links	16-18
BEYOND SCHOOL GATES <i>Stakeholders and society</i>	A.10. Community engagement	19-21
	A.11. Networks between schools	22-23
DIMENSION B: RESOURCES		
PERSONAL <i>Teachers</i>	B.1. Training	24-25
INSTITUTIONAL <i>School</i>	B.2. Human	26-29
	B.3. Materials	30-31
	B.4. Technological	32-34
	B.5. Physical	35-36
	B.6. The school as a resource	37-40
LOCAL <i>Environment</i>	B.7. Neighbourhood	41-42
DIMENSION C: PROCESSES		
PRESENCE <i>All students (needing or not needing specific educational support) without barriers</i>	C.1. Celebration of diversity	43
	C.2. Teaching planning	44-45
	C.3. Educational process	46-48
	C.4. Methodological variety	49
PARTICIPATION	C.5. Heterogeneous flexible groups	50
	C.6. Organization of spaces and timing	51-54

<i>Empowerment</i>	C.7. Support	55-58
ACHIEVEMENT	C.8. Evaluation	59-63
<i>Progress and assessment</i>	C.9. Transition between stages	64-65

Themis seeks to bring together the main issues of responding to diversity as well as inclusive education. The tool covers three dimensions: contexts, resources and processes.

‘Contexts’ refers to the circumstances surrounding the schools. The categories are inspired by the Ecology of Equity, which advocates undertaking changes for greater inclusion (1) from within schools, (2) between schools, and (3) beyond schools (Ainscow, Dyson, Goldrick & West, 2012). The indicators for this dimension look at the socioeconomic situation affecting the students, their cultural diversity, the need for legislation that gives legal backing to inclusive education, the leadership of school management teams as a key factor, the cultivation of pro-inclusion values in the school institution, the prevention of discriminations, the study of the relation between teachers and students, teaching collaboration, schools’ relationships with the families, community participation and the creation of inter-school networks. It must, of course, be recognized that inclusion requires both educational and social efforts. The real challenges lie in building inclusive schools and communities, and this requires political support (Curci, Gabel, Zeitlin, Cribaro-DiFatta & Glarner, 2011; Graham & Harwood, 2011). At the same time, the new lines of research into inclusion point towards a more active role in the school of the local community (Álvarez & Puigdemívol, 2014; Fullan & Boyle, 2014; Hargreaves, Boyle & Harris, 2014; Parrilla, Muñoz-Cadavid & Sierra, 2013). Support between schools therefore takes on importance, as does the development of networks and collaboration associations between schools (Deppeler & Ainscow, 2016; Muijs, West & Ainscow, 2010).

‘Resources’ is divided into three categories: (1) personal, (2) institutional and (3) local. It is important to evaluate the resources schools have available for inclusion (Valenzuela, Guillén & Campa, 2014). Under ‘personal resources’ is *ongoing training* for teachers, which is indispensable if we want to advance towards quality inclusive education (Durán & Giné, 2012). In the institutional perception, we have the *human, material, technological* and *physical* resources of the school in question, along with the idea of the *school as a resource*. Finally, within the local scenario we note how the educational institutions use and manage the *community* resources they have around them.

‘Processes’ has to do with *presence, participation* and *achievement*, which are the pivotal maxims of the *Manchester Inclusion Standard* (Moore, Ainscow & Fox, 2007). The indicators in this dimension deal with aspects related to the *celebration of diversity* in schools, *teaching planning*, taking into account all the students, *the education process*, *the pedagogical variety* of the teaching staff, forming *heterogeneous* and *flexible groups* in the classrooms, *space* and *time management*, *support actions*, *evaluation*, and the *transition between education stages*. The last of these indicators delves into one of the issues being researched recently in the

sphere of inclusive education, that of the inclusive or exclusive processes associated with each transition (Parrilla & Sierra, 2015).

2. Content validity linked to the process of inter-judges

Content validation of a tool is a matter which requires knowledge in a particular field (Ruiz, 2002). The most usual approach is to use a panel or to seek professionals' opinions (Ding & Hershberger, 2002). Content validity therefore guarantees that the tool (1) actually measures what it purports to measure, (2) fits the aims of the research for which it was designed, and (3) includes all the representative elements of the object under study (Gil & Pascual, 2012).

Specifically, the inter-judges process is a critical review made by one or more persons who are experienced in the preparation and validation of questionnaires and in the subject in which the tool is to be applied (Buendía, Berrocal & Olmedo, 2009; Cubo & García, 2011; Rodríguez & Fernández, 2015). The main advantages of this method are: (1) the quality of the answer obtained from the person, (2) how easy it is to carry out, (3) the few technical and human requirements, and (4) the use of different strategies to collect information (Cabero & Llorente, 2013). This procedure elicits opinions as scientific data within a formal process in which the information received guides later decision making (Morales & Cooke, 2009).

There are also other criteria to be considered: (1) sociodemographic characteristics and participants information (the number of years working in administration, involvement in the educational and quality processes, academic production: publications of recognized prestige, research articles, contributions at conferences, books), (2) experience in judging (here it is important to define the research areas in which the expertise is required), (3) education and situation (recognition and reputation) in the field of study, (4) availability and desire to take part, and (5) adaptability and impartiality (Skjong & Wentworth, 2000). Furthermore, it is advisable to draw up a biographical sketch of those selected by way of justification of the final selection. There is no real consensus of opinion on the number of judges, authors' estimates range from 7 to 30 (Landeta, 2002), and while others incline to from 15 to 25 (García & Fernández, 2008).

In terms of standards, the *Guía para la realización de un juicio de expertos* (Guide to expert judgment processes) envisages a series of steps to ensure efficient content validity: (1) define the aim, (2) select the judges, (3) explicitly state the dimensions, indicators and items to be measured, (4) specify the aim of the evaluation by placing it in a research context, (5) design the templates, and (6) calculate the level of concordance (Escobar & Cuervo, 2008). However, in order to avoid any biases, they should receive the documents independently (De Juanas, Pardo, Diestro, Ferro & Sampedro, 2012).

Finally, there are examples of this method in various areas where the information and feedback generated in improving the tools designed is highlighted (Alfageme, Miralles & Monteagudo, 2010; García & Cabero, 2011; Quezada, González, Solís & Zúñiga, 2015; Robles & Rojas, 2015).

3. Designing Themis

The aim of this paper is to describe the design process of a tool for teachers to reflect on student diversity in schools. The team that evaluated *Themis* was made up of 31 professionals from Spain and Britain. These professionals were asked to draw on their knowledge and experience of response to diversity, inclusive education and research methodology.

The tool is named after *Themis*, the Greek goddess (Figure 1), who symbolises the idea of inclusion through social justice and equality, and who is often depicted blindfolded as a sign of impartiality (since we are all equal in the face of the law). She carries a set of scales, as a bulwark of equality, and a sword, which represents justice. All these aspects are closely linked to the inclusive philosophy and the idea of justice as fairness (Rawls, 2002).



Figure 1. The Greek goddess Themis.

Themis had a twofold aim, (1) to ascertain teachers' perceptions of response to diversity in their schools and (2) to foster reflection among the teaching body on how to make schools more inclusive by identifying strengths and weaknesses in this regard.

The tool was then constructed following the stages outlined below (Figure 2).

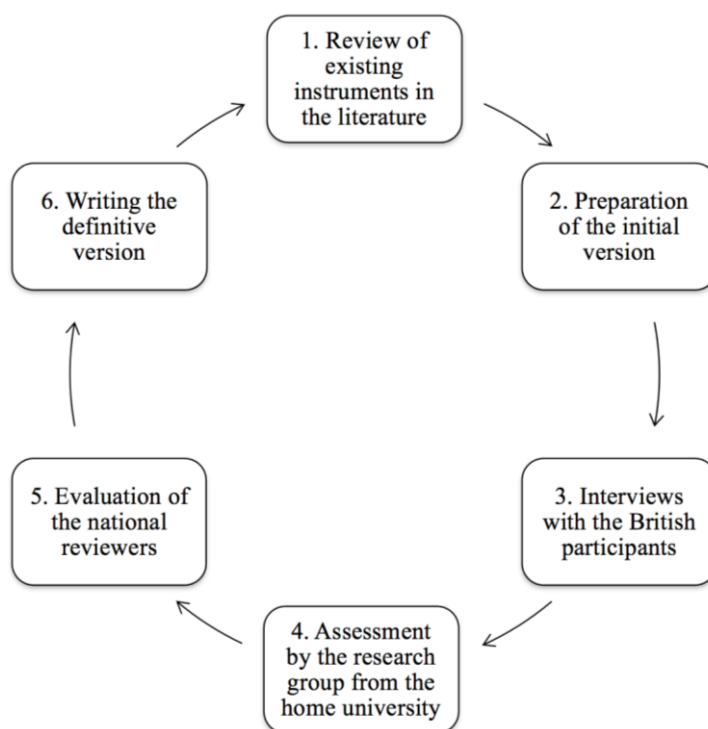


Figure 2. Stages of the Themis design process.

3.1. Review of existing instruments in the literature

This stage draws from a review of instruments devised to appraise responses to diversity and inclusion. Four of these are considered in the design of the new tool:

- *Index for Inclusion*, a tool where information is collected from various sources (teachers, students, families, politicians and others) regarding the obstacles to learning and the current levels of participation in the cultures, policies and practices of the schools (Booth & Ainscow, 2011).
- The *Guía para la reflexión y valoración de prácticas inclusivas* (Guide for reflecting on and assessment of inclusive practices) which enquires into the schools' cultures, actions, practices, supports, and the idea of inclusion as a process of innovation and improvement (Marchesi, Durán, Giné & Hernández, 2009).
- The *Guía ACADI* (Autoevaluación de Centros para la Atención a la Diversidad desde la Inclusión - Self-assessment by Schools of Responding to Diversity starting from Inclusion). This is a system of indicators that evaluates a school's contexts, resources, education processes and results from an institutional perspective (Arnaiz & Guirao, 2015).

- The *Manchester Inclusion Standard*, created to raise the level of inclusion in schools in deprived areas, enables resources to be mobilized and to improve the standards among more vulnerable students, so honouring the maxims of presence, participation and achievement (Moore, Ainscow & Fox, 2007).

3.2. Preparation of the initial version

This is the stage in which the initial version of the tool is designed. The diagram in the figure below shows the dimensional structure, inspired by the CIPP (Context, Input, Process and Product) model, which is used in the evaluation and improvement of education programmes (Bausela, 2003; Stufflebeam, 1971).

Other authors in Spain use this structure to evaluate the quality of response to diversity (Muñoz-Cantero, Casar & Abalde, 2007). The dimensions finally chosen for our tool were contexts, resources and processes (Figure 3).

The next step includes three interconnected *subdimensions* (community, school and classroom). At the centre of the diagram lies the inclusion from which response to student diversity emanates.

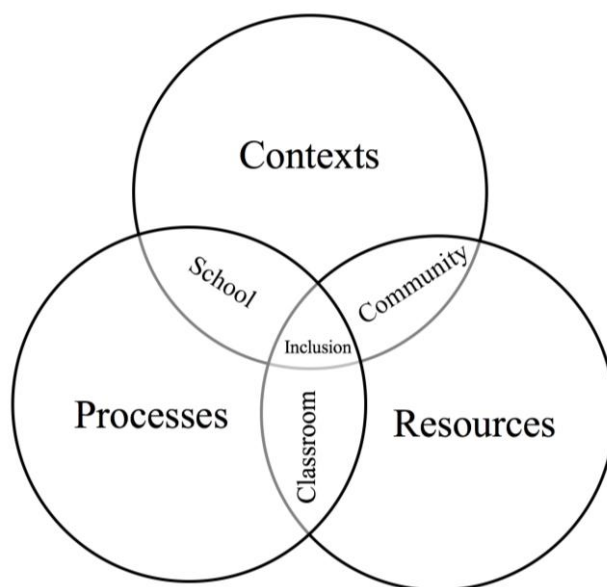


Figure 3. Structural dimension of Themis.

Once the defining structure of the tool had been established, the indicators were decided upon, along with the relevant reflection questions.

3.3. Conducting the interviews with the British participants

The initial version prepared in the previous stage was emailed to 11 British researchers, along with a cover letter and a request for an appointment. Ten of the eleven agreed to review the tool by taking part in a semi-structured face to face interview. We took advantage of a 3-month research stay during the second semester

of the academic year 2014-2015, at the *Manchester Institute of Education*, under the supervision of Professor Mel Ainscow, to hold some meetings with researchers from the *Centre for Equity in Education* at the *University of Manchester* and the *Centre for Inclusive Education and Disability Studies* at the *Manchester Metropolitan University*. The selection was made according to sample accessibility criteria and on account of their being researchers with a proven record in the area of inclusion.

The information used to improve the tool was collected in a *field diary*, which is a technique used in data gathering. The names of the participants were noted in the diary along with their place of work and their research profile, the date of the meeting and a summary of the subjects addressed. The professionals were asked about the tool's potential, areas in which it could be improved and any recommended changes. Table 2 includes a synthesis of the information gleaned from these interviews.

Table 2
Information collected from the interviews with the British participants.

	POTENTIAL	ASPECTS TO BE IMPROVED	PROPOSALS
Researcher 1	The consideration of the <i>transition between stages</i> as an indicator for study is of great interest as well as being appropriate and innovative, since this is a line of research that is currently in full swing. An important issue that requires reflection is that of <i>leadership</i> , and whether the management team promotes respect for diversity and whether differences are seen as being enriching for the school.	The tool needs to specify what is understood by community if the term is not to be considered ambiguous. In Great Britain, it is common to talk about <i>inclusion as a whole</i> . It is worth fostering more discussion about the meaning of 'diversity', with reference to the importance of schools' welcoming it and celebrating it as something positive.	Incorporate the <i>Ecology of Equity</i> that addresses collaboration within schools, between schools, and beyond schools. More effort is also required to identify areas of improvement in schools and so develop the research focus.
Researcher 2	The tool combines the best of the <i>Index for Inclusion</i> and the <i>Manchester Inclusion Standard</i> . Its structural dimension is very clear and the Venn diagram proposed is successful in that it offers a visual explanation of how the content is organized, which is undoubtedly a great plus for its understanding.	The items should be formulated in a way that fosters more reflection among teachers. The information could also be synthesized as far as possible for easier readability (e.g., simplify 'the school installations (classrooms, offices) are accessible (to all) and are well equipped and signposted' to 'the school installations are accessible to all').	Select the key aspects of inclusion and try to reflect these in a maximum of 30 indicators, as this will lead to an agile and dynamic tool of real use for the schools. Otherwise, it may run the risk of ending up as one more tool sitting on the office shelves.

Researcher 3	Teacher training is fundamental. Teachers need to be trained in response to diversity materials and inclusive education. This means that the tools that measure inclusion have to incorporate this aspect as an essential part of achieving inclusion, which <i>Themis</i> does.	More importance could be given to the opportunities schools should provide under the slogan ‘every child matters’ (all students deserve response and promotion for real inclusion).	The impact of the tool in schools should be rated so as to foster more effective practices and to identify barriers. I would add a qualitative part in which teachers could describe the aspects in which their school stands out or those things that could be improved on in terms of inclusion.
Researcher 4	The dimensions employed are very appropriate. It is relevant to determine the contexts of the schools, the resources they have available and the practices they follow to address inclusion.	Although the information is well organized, the reflection questions could, perhaps, be better formulated. Some are rather complicated. Shorter questions would favour a more agile discourse.	Contacting the designers of the <i>Manchester Inclusion Standard</i> would be very useful in order to share opinions and improve the tool from the perspective of researchers who have created similar materials in the UK.
Researcher 5	The ‘contexts’ dimension provides information about the socioeconomic surroundings of the schools, which is a vital issue in inclusion, since identifying potential cases of vulnerability and exclusion is a basic principle for adapting practices to the reality of the area. Each socio-educational area has, without doubt, its own idiosyncrasies and specific circumstances that require analysis.	The draft version provides no space for teachers to respond to the questions, so there is a danger of information loss if answers are merely recorded orally. This aspect should be addressed to enhance the tool’s potential.	It would be more productive to leave a space where teachers could write down the information they consider useful with regard to the reflection questions. This could be analyzed and the researcher could glean more information from the data collected.
Researcher 6	The tool stimulates overall reflection on the aspects of inclusion addressed, although it remains a pretext for undertaking changes in schools, like many others that can be found in the literature.	The wording of some of the reflection questions needs to be improved. Some terms should be removed; e.g., ‘sufficient’ when talking about ‘resources’, as teachers will always say that they do not have enough resources.	It would be interesting to include some aspect on school absenteeism. More emphasis should be placed on the support provided to cater for students’ needs.
Researcher 7	This is a good tool in that it allows for a relatively immediate collection of information to be used to undertake reflexive processes on inclusion in schools.	More emphasis should be given to the importance of preventing discriminations in the workplace and so minimize bullying in schools. This issue is closely related to inclusion and to the respect for values that it entails.	It may be worth considering the inclusion of a ‘results’ or ‘achievements’ dimension that would derive from the analysis of the contexts, resources and processes. This would respond to Stufflebeam’s CIPP model.
Researcher 8	The indicators and the associated reflection questions represent the main components of inclusion to a large extent.	Some of the questions are too rigid and leave no room for debate. This should be changed if the idea is to stimulate free reflection on the part of teachers.	Incorporate changes in some questions to allow for greater reflection.

Researcher 9	<p>The idea of obtaining qualitative information through reflection is a good one, given that inclusion is not a question of mere numbers, but one that affects people, their lives, their opinions and their needs. Inclusion should not focus exclusively on designing scales that throw up statistics to be analysed or on treating psychometric properties; tools like <i>Themis</i> that foster reflection and contextualised improvements are also appropriate. This alternative way of going about creating resources brings new knowledge and questions traditional paradigms.</p>	<p>An explanation of ‘inclusive values’ and ‘inclusive practices’ is necessary. As things stand these are left to the teachers’ own criteria and may lead to confusion or controversy.</p>	<p>Small discussion groups in the schools with the researchers moderating the sessions would be highly enriching.</p>
Researcher 10	<p>The tool incorporates the latest trends in inclusive education while maintaining the philosophy on which it is based, something which is no easy task.</p>	<p>If the purpose of the tool is teacher reflection on responding to student diversity in schools, it would be useful to define some lines of changes and improvements on the basis of these reflections. More response should be paid to this aspect.</p>	<p>Improve the indicators referring to the teaching-learning process and to student support. An institutional perspective should be included along with an explanation of how the school addresses these two aspects together, and advocates an inclusive school plan.</p>

This feedback gave us clues about the main features of the tool that made it useful for teachers’ reflections on response to diversity, while at the same time highlighting other aspects that could be improved, and how to do so.

Briefly, the interviews with the British researchers were useful in selecting the categories and indicators which are of real importance in the field of response to diversity and inclusion. These researchers also acted as guides, mediators and facilitators of knowledge during the initial stage of the tool’s design and construction, which from the perspective of research into inclusive education was highly enriching.

Some of the suggestions that appear in the table and were taken into account to improve the tool were:

- The addition of the *Ecology of Equity* as a conceptual base in the contexts dimension.
- The wording of some items was changed for easier understanding.
- A final qualitative part was included so that teachers could write down the positive and negative aspects of the response to diversity in their classroom/school.

- Some of the questions were reworded to stimulate deeper reflection.

3.4. Assessment by the research group from the university of Murcia

The changes recommended by the British reviewers were duly incorporated and the English version was translated into Spanish for assessment by the researchers from the home university of the authors in Spain (University of Murcia). The Spanish input was important because of the contextual knowledge that Spanish participants might bring to a tool that is initially aimed at a Spanish audience. A discussion group was then set up comprising 8 researchers (5 in inclusive education and 3 in research methodology and validation of tools). An email had been sent out informing them about the aim of the tool, its structure (dimensions, categories, indicators, questions and items) and the design process followed in the UK. They were provided with a review template to be filled in before the meeting. Discussion groups about the development of new tools enable the researcher to benefit from the ideas that arose when examining the draft versions (Barbour, 2013). The most representative appraisals and suggestions for improvement appear in Table 3 below.

Table 3
Appraisals and proposals for improvement incorporated by the research group at the home university.

SUGGESTIONS FOR IMPROVEMENT
- Standardized terminology: school.
- Incorporate the concept of “community”.
- Include some mention in the technological resources of the technical aids for special needs students.
- Remove the indicator “absenteeism”.
- If the tool is used as part of a collaborative work and the school shows interest in knowing more about it, this will generate rich and deep debate which should lead to a greater knowledge of the reality of the situation and the decision making aimed at improving it.
- Each item should focus on a single issue to avoid any confusion.
- Collaborative networks are not limited merely to other schools. This idea needs to be broadened or should explicitly refer to “inter-school collaborative networks” for clearer understanding.
- Most of the reflection questions elicit yes/no answers. Given the “social desirability bias”, it is likely that there will be an excess of “yes” answers, and this may hinder reflection.

On the basis of the above, the initial draft version of the tool was reworked to include the most commonly recommended changes.

3.5. Evaluation by the Spanish reviewers

The new version of the tool was emailed to 16 reviewers in Spain. Of these, 13, from 11 different universities, agreed to take part (Basque Country University, University of Seville, Complutense University of Madrid, Autonomous University of

Madrid, Autonomous University of Barcelona, University of Granada, University of Murcia, University of the Balearic Islands, University of Vigo, Jaume I University of Castellón, and University of Alicante).

The ‘aggregated individuals’ method was used to measure the opinion of the final content. This is when they are asked to give an individual appraisal of the tool without consulting among themselves (Cabero & Llorente, 2013). The validation process was established as follows: (1) the reviewers are chosen to form independent judgements on aspects such as the relevance of the tool and its clarity of expression, (2) each person receives sufficient written information about the purpose of the tool, the conceptualization of the theoretical content reflected in the tool and the evaluation template, and (3) the answers are collected and analyzed and decisions are taken regarding what should be revised, reformulated, substituted or revalidated (Corral, 2009).

Analysis of the information could now follow this procedure. The evaluation template comprised various sections to be scored on a scale of 1 to 4, with (1) *none*, (2) *little*, (3) *some* and (4) *a lot*. Table 4 below shows the number of reviewers (N), the mean (M) and medians (Me) scores, and the standard deviations (SD) using SPSS 22.

Table 4
Means, medians and standard deviations for the various sections of the template.

Aspect rated	N	M	Me	SD
1 Impact	13	3.38	4.00	.76
2 Interest	13	3.85	4.00	.37
3 Usefulness	13	3.38	4.00	.76
4 Format	13	2.92	3.00	.64
5 Identifying data	13	3.62	4.00	.50
6 Instructions	13	3.15	3.00	.68
7 Purpose	13	3.23	3.00	.72
8 Relevance	13	3.38	4.00	.76
9 Dimensions	12	3.50	4.00	.79
10 Categories	12	3.42	3.50	.66
11 Indicators	12	3.25	3.00	.62
12 Sufficient	12	3.25	3.00	.75
13 Clarity	13	3.38	3.00	.65
14 Coherence	13	3.62	4.00	.76
15 Importance	12	3.67	4.00	.65
16 Reflection questions	13	3.15	4.00	.89

As the table indicates, the worst rated aspects (the tool's weaknesses) are related to its format ($M=2.92$), the instructions ($M=3.15$) and the reflection questions ($M=3.15$), which are also directly related to the format. Elsewhere, the highest mean scores (the strengths) were given to the tool's interest ($M=3.85$), the suitability of the dimensions ($M=3.50$), the coherence of the structure that holds the tool together ($M=3.62$), the identifying data ($M=3.62$), and the importance of the items ($M=3.67$).

Likewise, the median for each section informs that the reviewers view the tool very positively. The overall mean rating for the tool is 3.37 over 4, which is a clear demonstration of its acceptance. The template also allows for qualitative comments. These were analyzed with Atlas.ti 7, which was used to create the semantic network in Figure 4 below. The nodes of the tree show the weightings from greater to lesser frequency (from bottom left to bottom right). Following the information from the network, Themis includes a broad set of possibilities:

- *Promoting self-reflection and overall approximation on the response to diversity.* The tool favours self-reflection processes as the starting point for inclusion ($n^1=8$), enables an overall approximation to response to diversity ($n=6$) as well as the position of the schools in this respect ($n=3$), collects information that reveals how teachers in a school are responding to diversity ($n=4$) and is also useful insofar as it is relatively easy and quick for many teachers and staff at a school to apply ($n=1$). However, as the reviewers note, it should be remembered that all these tools have their intrinsic limitations when determining what conceptions, values and attitudes actually exist in the practices of the interviewees and which, in the long run are the focus of what we wish to ascertain and possibly help to change. At the same time, the tool serves to detect weaknesses which can be addressed by offering a snapshot of the current situation in each school. Thus, any opportunity and evidence for reflection on education practices can be of importance. However, what is of real value is how the findings are handled and the reflection and improvements they stimulate.
- *Fostering an individual and collective discussion to listen to the teachers' voices.* Themis encourages teachers to reflect individually and collectively ($n=3$) having group discussions that can surface areas in need of improvement. So, the usefulness of the tool lies in its being a 'working' interactive tool of reflection for both teachers and schools. In this context, it is used by just one teacher and will encourage reflection. If used by all the teachers at a school, it will help to appraise the overall situation, as well as stimulate conversations about new ways of thinking and working. In fact, the reviewers tentatively state that it would be appropriate if the tool aspired to being a stimulus for creative reflection under the guidance of some 'critical friend'.
- *Changing paradigms to improving inclusion.* The tool seeks to raise awareness of the school situation in order to incorporate improvement lines ($n=1$)

¹ n =number of reviewers agreeing with this idea.

oriented towards organising processes of change ($n=1$). However, any impact will depend on the use made of the data following the reflections of the teachers and on how much encouragement is received to use the tool and what it is used in conjunction with.

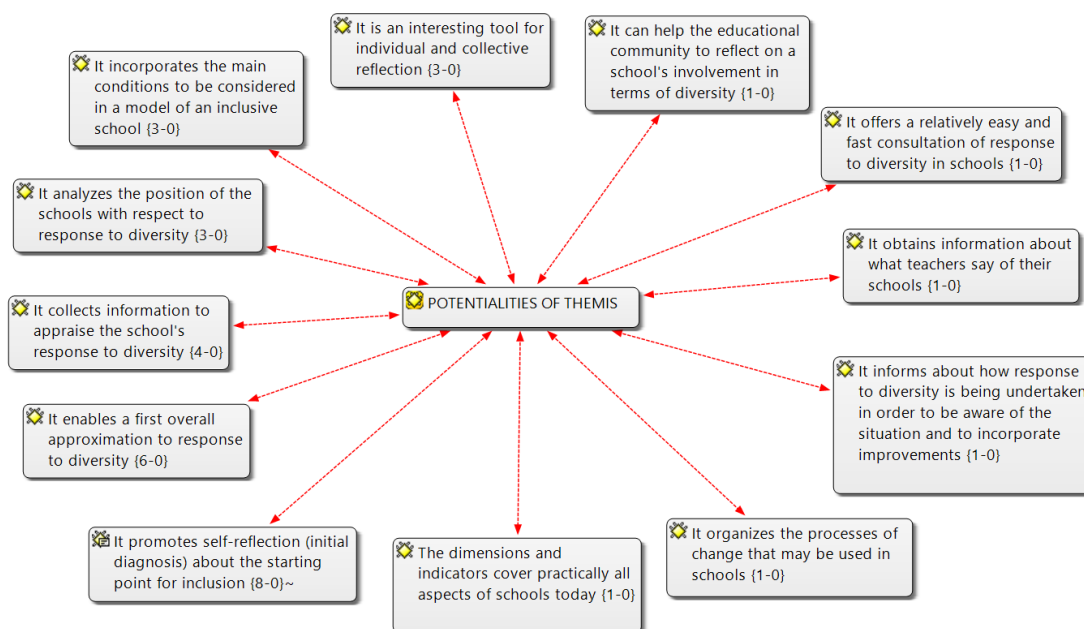


Figure 4. Semantic network of the reviewers' views of the potential of Themis.

Some of the proposals of the reviewers to improve the tool were: (1) complement the data collected with observations or interviews since social desirability may influence teachers' answers; (2) improve the layout; (3) add items or sections that help to reflect on action plans and future improvements; (4) let the tool be freer so that schools can construct their own versions.

3.6. Preparation of the definitive version

The outcome of the construction process is the definitive version, which is included in Appendix I. The tool opens with the section on sociodemographic data, a short explanation of the aim pursued and instructions on how to fill in the questionnaire. The final version comprises 65 items (23 under 'contexts', 19 under 'resources' and 23 under 'processes'), which are answered on a five-point Likert scale according to how little or how much the respondent agrees with the statement. At the end, there is a space for comments and qualitative information about the positive or negative aspects that teachers perceive in terms of response to diversity in their classroom/school.

4. Themis strategy for school practice

Taking into consideration the ‘journey to inclusion’ (Nguyen, 2015) and the importance of having a compass to guide us along the way, the strategy for school practice with Themis tool is based on the wind rose below (Figure 5).

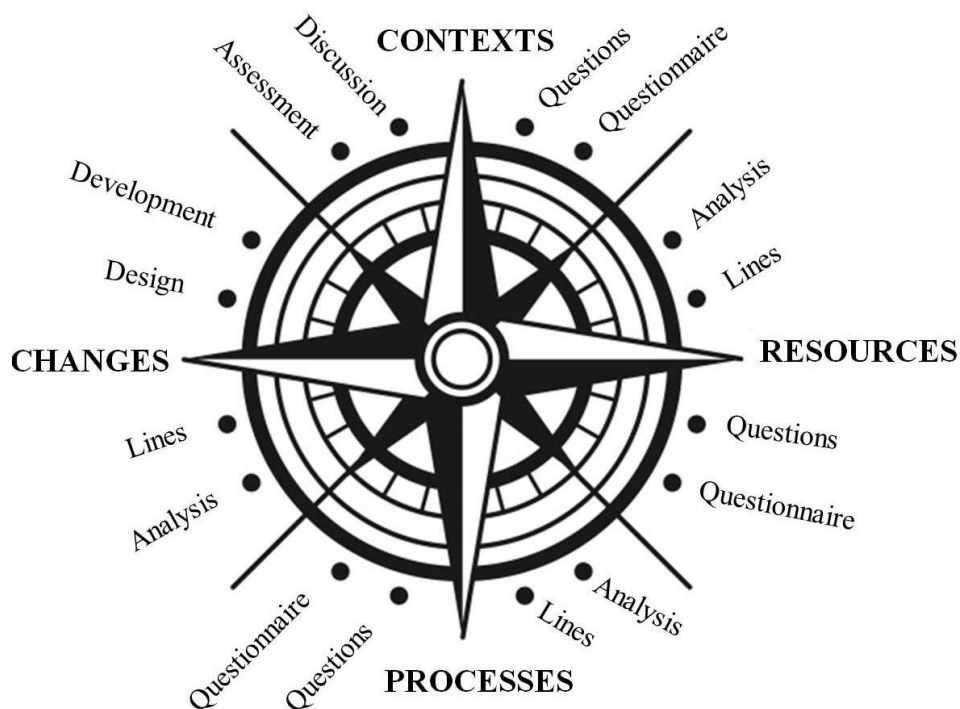


Figure 5. The wind rose to explain the Themis strategy in schools.

Just as a journey can be made by various routes, so the material presented in the appendixes can be used flexibly (either in its entirety or by selecting the dimension or dimensions in which one seeks to delve more deeply). According to the wind rose, contexts lie to the *north*; to the *east* are the resources and to the *south* lie processes. They all share in common the roads on their westward journey, which are made up of the intersections below.

- *Reflective questions.* Focus groups of 4-6 people with a mediator or critical friend monitoring them are recommended. In these, the idea is to promote discussion on all the questions associated to each dimension. Ideally, there would be a session for reflection for each dimension: contexts (11 questions, from A.1 to A.11); resources (7 questions, from B.1 to B.7); and processes (9 questions, from C.1 to C.9).
- *Questionnaire.* Teachers should answer the questionnaire individually. The questionnaire can be answered completely or by dimensions: contexts (items 1 to 23), resources (items 24 to 42) and processes (items 43 to 65). At the end, there is a space for a brief description of the positive and negative aspects of attention to diversity in the classroom or school.

- *Data analysis.* The analysis of the qualitative and quantitative information reveals any strengths and weaknesses.
- *Improvement lines.* On the basis of the findings the improvement lines to be implemented in the school will be indicated.
- *Design, development and evaluation of improvement plans.* Once we have reached the *west* the change process can begin, which involves leadership teams and teachers working together on the design, development and evaluation of plans to improve the response to diversity. Lastly, a final debate is programmed with the participation of all the parties involved in order to value the progress made towards the development of more inclusive practices.

5. Conclusion

The aim of this study is to provide a detailed description of how *Themis* was designed and this has been done successfully. The select panel of **professionals** assessing the tool is in itself a stamp of its quality. The process has benefitted from the participation of co-authors of tools that have had important impact in the scientific community, such as the *Index for Inclusion*, the *Manchester Inclusion Standard*, the *Guía para la reflexión y valoración de prácticas inclusivas*, and the *Guía ACADI*, to name just some. All these participants are renowned professionals in the world of inclusive education and their valuable contributions have improved the final version of the tool. In short, this work would not have been possible had it not been for the assessment and help of all the reviewers who participated in the various stages (interviews, discussion groups, aggregated individuals). We are aware that these tools are by their very nature short-lived. So, this final version of *Themis* cannot be categorically defined as being “definitive”; education is constantly changing and evolving, and the tool will require continuous updating and feedback.

The conclusions, therefore, show that the tool is useful for undertaking processes aimed at improving the development of more inclusive practices. It intends to serve as self-assessment or diagnosis tool to detect strengths and weaknesses in terms of response to diversity and to encourage reflection. Also, the initial reflection with *Themis* can be interesting to introduce changes into the daily dynamics of the schools and these can lead to getting contextualized improvement plans and projects up and running, as explained in the previous section.

On the positive side, it is a simple tool which is easy to complete and serves as a quick means of ascertaining the current state of response to diversity in schools. It can be used with support from university researchers or independently by each school, which enhances its possibilities. *Themis* enables reflection processes to be broached individually or collectively and it facilitates contributions by the “critical friend”, a role that has led to very good results in the experiences of other colleagues (Durán, Echeita, Giné, Miquel, Ruiz & Sandoval, 2005). Similarly, it is

noteworthy for its transversal nature, since it is a compendium of many aspects that provide for responding to diversity, and it touches on the main drivers of socio-educational inclusion being researched today. While similar tools exist in the literature, the added value of *Themis* is that it builds on the work of previous studies while at the same time incorporating emerging trends such as *inter-school* and community collaborative networks (Muijs, Ainscow, Chapman & West, 2011; Parrilla, Martínez & Raposo, 2015).

Finally, *Themis* gives the opportunity to rethink the contexts, resources and processes of schools, involving teachers in the journey to inclusion and encouraging them to undertake improvement in this regard.

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Appendix I. Themis Inclusion Tool

Please check the option you believe best answers the questions herein.

TYPE OF SCHOOL <input type="checkbox"/> State <input type="checkbox"/> Private <input type="checkbox"/> Semi-private	LOCATION <input type="checkbox"/> Rural <input type="checkbox"/> Urban <input type="checkbox"/> Peri-urban	SEX <input type="checkbox"/> Male <input type="checkbox"/> Female	YOUR TEACHING IS <input type="checkbox"/> Nursery <input type="checkbox"/> Primary <input type="checkbox"/> Secondary
AGE <input type="checkbox"/> Under 30 <input type="checkbox"/> 30 to 40 <input type="checkbox"/> 41 to 50 <input type="checkbox"/> 51 to 60 <input type="checkbox"/> Over 60	EXPERIENCE <input type="checkbox"/> Less than 1 year <input type="checkbox"/> 1 to 5 years <input type="checkbox"/> 6 to 10 years <input type="checkbox"/> 11 to 20 years <input type="checkbox"/> Over 20 years	WHAT POST DO YOU OCCUPY? <input type="checkbox"/> Teacher <input type="checkbox"/> Listening and Speaking Specialist <input type="checkbox"/> Special needs teacher <input type="checkbox"/> Senior Leadership Team <input type="checkbox"/> Other	
PROFESSIONAL SITUATION <input type="checkbox"/> Tenured <input type="checkbox"/> Temporary <input type="checkbox"/> Contracted	NUMBER OF CLASSES IN EACH YEAR <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> More than 3		

The scale we ask you to use has been designed to rate response to diversity in your school. Please mark with an X the response that best reflects how much you agree or disagree with the statements (1=Totally disagree, 2=Disagree, 3=Neither agree nor disagree, 4=Agree, 5=Totally agree).

DIMENSION A: CONTEXTS

A.1. SOCIOECONOMIC SITUATION					
<i>Are teachers aware of the real socioeconomic situation of the families whose children attend the school?</i>					
1. I am aware of my students' socioeconomic situation	1	2	3	4	5
2. I have information to advise students who are more vulnerable/at greater risk of exclusion	1	2	3	4	5
A.2. CULTURAL DIVERSITY					
<i>Does your school have students from different countries?</i>					
3. Students come from different countries	1	2	3	4	5
A.3. EDUCATION POLICY					
<i>Are the response to diversity measures envisaged under current legislation suitable to students' real situation?</i>					
4. I believe that the response to diversity measures under current legislation respond to the needs of the students at my school	1	2	3	4	5
A.4. LEADERSHIP					
<i>Does the Senior Leadership Team employ an inclusive leadership approach?</i>					
5. The Senior Leadership Team distributes tasks equally	1	2	3	4	5
6. The Senior Leadership Team considers the opinions of others when taking decisions	1	2	3	4	5
7. The Senior Leadership Team promotes the development of inclusive practices	1	2	3	4	5
A.5. PRO INCLUSION VALUES					
<i>Do teachers promote values associated with the idea of inclusion?</i>					
8. I identify with values linked to the principle of inclusion (equity, equality, tolerance, solidarity, social justice, respect for diversity)	1	2	3	4	5
9. My daily practices foster inclusive values among my students	1	2	3	4	5
A.6. PREVENTION OF DISCRIMINATIONS					
<i>Do teachers see the prevention of discriminations as part of their teaching?</i>					
10. Preventing discriminations is part of my teaching work	1	2	3	4	5
A.7. TEACHER AND STUDENT RELATIONSHIP					
<i>What is the relationship between the teachers and students?</i>					
11. Teachers and students have a mutual respect	1	2	3	4	5
12. There is a good coexistence environment in the school	1	2	3	4	5
A.8. COLLABORATION BETWEEN TEACHERS					
<i>Do teachers work together collaboratively?</i>					
13. I collaborate with my colleagues	1	2	3	4	5

14. I share teaching materials with other teachers at my school	1	2	3	4	5
15. I perform co-teaching activities (two or more teachers giving classes in the same classroom)	1	2	3	4	5
A.9. FAMILY AND SCHOOL LINKS					
<i>What is the family/school relationship like?</i>					
16. I maintain ongoing communication with the families	1	2	3	4	5
17. I encourage the families to get involved in their children's education	1	2	3	4	5
18. Families participate actively in the school life	1	2	3	4	5
A.10. COMMUNITY ENGAGEMENT					
<i>Do local community agents collaborate with the school?</i>					
19. There are volunteers who collaborate in the education process (old students, retired people, families and others)	1	2	3	4	5
20. During the school year I carry out activities with associations that cooperate with the school (those devoted to disabilities or other purposes)	1	2	3	4	5
21. The local authorities are receptive to requests to get involved in campaigns or to provide services within the school	1	2	3	4	5
A.11. NETWORKS BETWEEN SCHOOLS					
<i>Is the school active in collaboration networks with other schools in the area?</i>					
22. The school is twinned with another school (regional, national or abroad)	1	2	3	4	5
23. The school collaborates with other schools in the area	1	2	3	4	5
DIMENSION B: RESOURCES					
B.1. TRAINING RESOURCES					
<i>Do the teachers receive training in response to student diversity?</i>					
24. I take part in ongoing training in response to diversity (Courses, Seminars, Conferences)	1	2	3	4	5
25. I collaborate in teaching innovation projects for improved inclusion	1	2	3	4	5
B.2. HUMAN RESOURCES					
<i>Does school have sufficient human resources to respond to diversity?</i>					
26. The staff at the school includes enough specialists/auxiliary workers to attend to its student diversity	1	2	3	4	5
27. I have external advice whenever I need it (e.g., Educational Guidance and Psychopedagogical Services)	1	2	3	4	5
28. I use peer tutoring for students to help one another	1	2	3	4	5
29. The families are a valuable human resource for the school	1	2	3	4	5
B.3. MATERIAL RESOURCES					
<i>Do the school's material resources respond to the needs of all its students?</i>					
30. I enjoy a wide range of teaching resources that respond to all my students' characteristics	1	2	3	4	5
31. I regularly take stock of the materials so as to take maximum advantage of my school's resources	1	2	3	4	5
B.4. TECHNOLOGICAL RESOURCES					
<i>Are the technological resources at your school appropriate for the diversity of the students?</i>					
32. All the classrooms are technologically equipped (beamer, projector, computer, smart board)	1	2	3	4	5
33. The computer rooms are equipped with enough computers for the numbers of students	1	2	3	4	5
34. Students who need alternative means to access the curriculum, information and communication have these available	1	2	3	4	5
B.5. PHYSICAL RESOURCES					
<i>Are the school's installations accessible to all?</i>					
35. The school's installations are accessible	1	2	3	4	5
36. The school's equipment and furniture is adapted to students' needs	1	2	3	4	5
B.6. THE SCHOOL AS A RESOURCE					
<i>Is the school used as a resource to develop out-of-school activities?</i>					
37. The school offers out-of-school activities (theatre, cinema, choir, dancing, radio, press)	1	2	3	4	5
38. The school offer out-of-school sports activities	1	2	3	4	5
39. The school allows its installations to be used for other activities during holiday periods	1	2	3	4	5
40. The school organizes out-of-school activities for families (Workshops, Schools for Parents)	1	2	3	4	5

B.7. NEIGHBOURHOOD RESOURCES					
<i>Does the school manage the community resources available to students and parents effectively?</i>					
41. The school has a resources bank for students who need it a (e.g., loan of textbooks)	1	2	3	4	5
42. The school manages the community/district resources effectively	1	2	3	4	5
DIMENSION C: PROCESSES					
C.1. CELEBRATION OF DIVERSITY					
<i>Do teachers celebrate student diversity in the learning process?</i>					
43. Student diversity enriches the education process	1	2	3	4	5
C.2. TEACHING PLANNING					
<i>Does your teaching planning consider all the students?</i>					
44. I plan my teaching taking all the students into account	1	2	3	4	5
45. I incorporate all students' interests into my teaching	1	2	3	4	5
C.3. EDUCATION PROCESS					
<i>How is the education process carried out?</i>					
46. I frequently review my teaching program to update and adapt it to the class group	1	2	3	4	5
47. I design back-up/curriculum support activities	1	2	3	4	5
48. I design activities to extend/enrich the curriculum	1	2	3	4	5
C.4. VARIETY OF METHODOLOGY					
<i>Do teachers use a wide range of methodologies?</i>					
49. I use various methodological strategies throughout my teaching (e.g., project work, work stations, research work, cooperative learning)	1	2	3	4	5
C.5. FLEXIBLE HETEROGENEOUS GROUPS					
<i>Is student heterogeneity a basic criterion when organizing work groups?</i>					
50. I set up heterogeneous work groups in the classroom	1	2	3	4	5
C.6. ORGANIZATION OF TIMES AND SPACES					
<i>Are times and spaces flexible in order to adapt to students' characteristics?</i>					
51. I rearrange the classroom distribution according to the type of activity	1	2	3	4	5
52. I use flexible grouping of students	1	2	3	4	5
53. I offer extra time to students who do not finish a task in the set time	1	2	3	4	5
54. I have extra activities for students who finish tasks early	1	2	3	4	5
C.7. SUPPORT					
<i>Does the student support process carried out consider inclusion?</i>					
55. The support takes into account possible barriers/obstacles in students' learning and participation	1	2	3	4	5
56. All students receive the specific support they require	1	2	3	4	5
57. Students preferably receive support in the classroom with their reference group	1	2	3	4	5
58. The support action lies with all the teachers, not just the specialists	1	2	3	4	5
C.8. EVALUATION					
<i>When evaluating, is a student's progress measured according his or her possibilities?</i>					
59. The assessment criteria in my program are flexible	1	2	3	4	5
60. I use various tools to evaluate learning	1	2	3	4	5
61. My assessment is based not only on the final grade but on the progress made by the student	1	2	3	4	5
62. It is important for students to be assessed with individual and group grades in order to rate their individual and group work	1	2	3	4	5
63. Students who need more time to complete tests and exams are allowed it	1	2	3	4	5
C.9. TRANSIT BETWEEN STAGES					
<i>Does the school provide guidance to students and their families in the transit from one educational stage to another?</i>					
64. The school provides students and families with information about the transit from one educational stage to the next	1	2	3	4	5
65. The school runs activities to familiarize students with their next school (e.g., visit to the primary/secondary/vocational school or university)	1	2	3	4	5
<i>Indicate 3 positive aspects regarding response to diversity in your classroom /school</i>					
1					
2					
3					
<i>Indicate 3 negative aspects that you would like to change regarding response to diversity in your</i>					

classroom/school

1

2

3

Thank you for collaborating

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