

## Guiding schools on their journey towards inclusion

Cecilia Azorín & Mel Ainscow

To cite this article: Cecilia Azorín & Mel Ainscow (2018): Guiding schools on their journey towards inclusion, International Journal of Inclusive Education, DOI: [10.1080/13603116.2018.1450900](https://doi.org/10.1080/13603116.2018.1450900)

To link to this article: <https://doi.org/10.1080/13603116.2018.1450900>



Published online: 24 Mar 2018.



Submit your article to this journal [↗](#)




Article views: 416



View Crossmark data [↗](#)



## Guiding schools on their journey towards inclusion

Cecilia Azorín <sup>a</sup> and Mel Ainscow<sup>b</sup>

<sup>a</sup>Faculty of Education, University of Murcia, Murcia, Spain; <sup>b</sup>Centre for Equity in Education, School of Environment, Education and Development, University of Manchester, Manchester, UK

### ABSTRACT

Inclusion is increasingly recognised as a major driving force for educational reform and is a central goal of the international political agenda. This paper describes and analyzes how a group of schools in one region of Spain trialled a newly developed review instrument, named 'Themis', with the aim of guiding their efforts to promote greater inclusion. In so doing, the paper focuses on how schools can be helped to review progress on their journey to becoming more inclusive. Some of the challenges perceived in its use were the practicalities of generating credible evidence and the problem of making sense of this evidence; the need to develop trust among stakeholders; and the relevance of resolving contradictions and tensions, and deciding on priorities for moving forward. A strong theme that permeates the analysis presented in the paper is the importance of developing review instruments that relate to particular contexts and take account of the varied ideas of those involved.

### ARTICLE HISTORY

Received 23 November 2017  
Accepted 7 March 2018



### KEYWORDS

Inclusion; review instruments; school improvement; educational research

## Introduction

The political agendas of many countries promote reforms aimed at developing more inclusive education systems (OECD 2015). In this respect, the Education 2030 initiative represents an important step forward, where the priority is clear: to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all (UNESCO 2015a). In terms of policy and practice, inclusion has gained ground internationally over the past decades (UNESCO 2017). It has also been subjected to close scrutiny in theoretical discussions, and the meaning of inclusion remains confused and, sometimes, controversial (Álvarez and Verdugo 2012; Echeita and Ainscow 2011).

In this paper, we explore what can be done to help educators to make sense of this confusing context in order to move schools forward. We do this by describing and analyzing how a group of schools in one region of Spain trialled a newly developed review and development instrument to guide their efforts to promote greater inclusion. In so doing, we focus on the following research question: *How can schools be helped to review progress on their journey to becoming more inclusive?* We begin, however, by considering what is involved in promoting inclusion in education.

**CONTACT** Cecilia Azorín  cmaria.azorin@um.es  Faculty of Education, University of Murcia, Campus de Espinardo, 30100, Murcia, Spain

## Rethinking inclusion in education

Inclusion may be seen as an ongoing, active process, which requires shifts in policies, practices and values, but it can also represent a messy compromise between policy positions and contradictory practices (Parry et al. 2013). Within the academic context, there are those who consider inclusion as part of a tendency or change strategy policy (Jull 2009), whilst others who see it as a utopia that is far removed from the practical realities of classrooms (Ruairé 2013). This dichotomy has been widely addressed in the contemporary literature (e.g. Ekins 2017; Guerrero 2016). As a result, the term inclusive education has accumulated diverse meanings and has proven to be a matter of great debate (Armstrong, Armstrong, and Spandagou 2011; Moliner et al. 2011).

It is therefore necessary to promote reflection about what inclusion means and what actions need to be taken in order to move policy and practice in a more inclusive direction. However, capturing the concept of inclusion as both an educational principle and a practical application remains amongst the most challenging tasks related to education (Shyman 2015).

Having analysed the evolution of thinking about inclusion in education, Operti, Walker, and Zhang (2014) suggest a series of stages in what they see as an ongoing journey. These stages, which begin with the United Nations Human Rights Statement in 1948, through to the present day, are as follows: (1) the human rights based perspective, (2) attention to students with special educational needs, (3) responses to marginalised groups, and (4) the transformation of educational systems. In moving to a conceptualisation of inclusion as a process of transformation, the idea is to eliminate exclusionary processes from education and negative attitudes or responses to diversity in relation to race, economic status, social class, sexual orientation, ethnicity, religion, gender, language, and attainment, as well as with regard to disabilities (UNESCO 2009).

Elsewhere, the much cited book *Improving Schools, Developing Inclusion*, suggests a typology of six ways of thinking about inclusion (Ainscow et al. 2006): (1) inclusion as a concern with disabled students and others categorised as 'having special educational needs', (2) inclusion as a response to disciplinary exclusion, (3) inclusion in relation to all groups seen as being vulnerable to exclusion, (4) inclusion as developing the school for all, (5) inclusion as 'Education for All', and (6) inclusion as a principled approach to education and society. The sixth perspective, which is the one adopted in this paper, involves learning how to live with difference and learning how to learn from difference. At the same time, the work of (Messiou et al. 2016) represents an example of learning from difference as a strategy for teacher development in respect to student diversity. Furthermore, Echeita (2008) sees inclusion as an aspiration, when the expectation is that education contributes to the development of fairer, more democratic societies that display greater solidarity. In summary, it has been argued that, in a democratic society, education is either inclusive or it is not education (Casanova 2011; Slee 2011).

Some authors use the metaphor of the 'journey towards inclusion'. For example, Nguyen (2015) thinks of inclusion as a journey that questions societies' values and policies. Meanwhile, Messiou (2012), in *Confronting Marginalisation in Education*, offers an interesting framework to promote inclusion through collaborative journeys; others refer to journeys towards an improvement of schools' capacity to respond to the challenge of diversity (Azorín n.d.; Echeita 2006) and journeys which put inclusive values into

action. Likewise, Marchesi (2004) states that the way towards inclusion is not an easy undertaking, but rather an ongoing, never-ending process which requires continuous effort and the will to modify all these structures that may appear in society as a whole, in the functioning of schools and in the work in the classroom.

Reflecting on her analysis of a large range of publications in this journal, Messiou (2017) argues that it is time for a rethink of research carried out in the field of inclusive education so that it can contribute to developments in the field. She concludes that most studies are only concerned with certain groups of learners and that a limited number make use of what she calls ‘collaborative, transformative approaches’. Messiou’s argument is that only focusing on some students – rather than on all – is contrary to the principle of inclusive education. At the same time, she argues that more research needs to adopt collaborative approaches that set out to change thinking and practice in the field. Her perspective is consistent with the view that inclusion should be seen as a journey, as each school carries out a process on contextual analysis in order to identify barriers to progress and resources that can be mobilised to address these difficulties.

Staying with this idea of inclusion as a journey, in this paper we describe and analyse the trial of a new school review instrument, ‘Themis’, developed to help schools in a region of Spain to plan their next steps. In so doing, we explore its potential, as well as identifying the challenges involved in its use. As we will explain, Themis is an example of a range of similar instruments that all attempt to help schools to review themselves in order take action to become more inclusive.

## School review instruments

The question of how schools can be more effective for all has been widely discussed (Azorín 2016; Avramidis, Bayliss, and Burden 2000; Boyle and Topping 2012; Cullen, Gregory, and Noto 2010; Echeita et al. 2014; Erten and Savage 2012; Florian, Black-Hawkins, and Rouse 2016; Jansen et al. 2014; Miles and Ainscow 2011; Mitchell 2017; Slee 2016). One inescapable aspect is what approaches have to be embedded in order to truly promote inclusive cultures (Messiou and Azaola 2017). According to Intxausti, Etxeberria, and Bartau (2017), future research should therefore analyse how schools successfully implement evidence-based practices in order to become more effective and inclusive.

Of course, teachers have always faced the challenge of how best to respond to the differences among their students (Messiou and Ainscow 2015). However, with inclusion being now much higher on policy agendas, there is a growing interest in assessing how the response to diversity is actually taking place. It is therefore important to have instruments which enable us to examine this in greater depth.

Fortunately, there is a variety of international guides and resources that support the promotion of inclusion in education (e.g. UNESCO 2015b, 2016, 2017; UNICEF 2010). In some of these, the assessment of schools is conducted using instruments (mainly questionnaires and scales) which have been designed specifically to guide schools on their journey to becoming more inclusive (Azorín 2017). These instruments assist schools in reviewing practices, seeing self-assessment as a process for inclusion (Bourke and Mentis 2013).

A helpful list of indicators and questions in relation to this is provided by the *Index for Inclusion* (Booth and Ainscow 2011), a framework for examining school factors that may

create barriers to learning and participation. These are organised in relation to three dimensions: ‘cultures, policies and practices’. The Index has been updated a number of times since it first appeared in 2000. It is now available in many languages and is widely used internationally (see *The International Journal of Inclusive Education*, volume 8 number 2, for articles about some of these developments). Its approach suggests that, in order to become inclusive, school communities should restructure overall school organisation, acknowledge student diversity, increase participation of all students and remove barriers.

In the Spanish context, the *Guía para la reflexión y valoración de prácticas inclusivas* (Guide for reflecting on and assessment of inclusive practices), created by Marchesi et al. (2009), is also well known. This instrument enquires into a school’s cultures, actions, practices and supports, understanding inclusion as a process of innovation and improvement. The guide is divided into two sections: (1) the starting situation in which the reality of each school is taken into account, and (2) the teacher self-assessment of their practices.

Looking at a wider range of sources, we note that other relevant studies focus on: *cultural diversity beliefs* (Chiner, Cardona, and Gómez 2015; López and Hinojosa 2016; Vázquez, Just, and Triscari 2014), *measures to responding to diversity in schools* (Álvarez et al. 2002; Domínguez and Pino 2009; Ferrandis, Grau, and Fortes 2010), *effective factors for inclusive education* (Brandes et al. 2012; Kitsantas and Mason 2012; Sharma, Loreman, and Forlin 2012), *attitudes toward diversity and inclusion* (Beacham and Rouse 2012; Colmenero 2006; Forlin et al. 2011; Vélez 2013), *teacher training for the response to diversity* (González et al. 2013; Pegalajar 2014), and *inclusive education opinions* (López, Echeita, and Martín 2009).

Drawing lessons from these earlier initiatives, in this paper we focus on the development and use of another instrument, the *Themis Inclusion Tool*. Its name, inspired by the Greek goddess, is intended to symbolise a view of inclusion through social justice and equality. This goddess 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 in education (Benfeld 2012; Bolívar 2012; Boyadjieva and Ilieva 2017; Costa 2013; Rawls 2002). The following section presents an explanation about why we decided to develop a new instrument which is focused on school contexts, resources and processes.

## A new tool for promoting inclusion

In deciding to develop yet another instrument for promoting inclusion, we were driven by the belief that inclusion has to be understood in relation to particular contexts. Put simply, barriers to the presence, participation and achievement of learners take many forms and vary from place to place (Ainscow et al. 2006). This also means that such instruments should draw on the experiences and understandings of those involved within a given context.

In Spain, a Save the Children report (2015) revealed that since 2009 the number of people in a situation of poverty has grown, with impacts mainly on children of school ages that are most determining for their future. The report showed the need to continue

advancing towards more inclusive policies and practices. Similarly, the report ‘Disinherited’ (Save the Children 2017) states that Spain is among the leading countries in Europe in terms of inequality. Recently, UNICEF (2017) also highlighted austerity among Spanish children, focusing on the impact of the deep economic recession on child poverty and also its unfavourable consequences for inclusion.

This situation prompted some Spanish Local Education Authorities (LEAs) to develop strategies and mechanisms to analyze the current state of progress toward inclusion. In the case of the province of Murcia, where our work is located, the idea of designing an instrument started when a legislative programme ‘Plans for Improving School Success and Educational Participation’ was being set up in the academic year 2012/2013. This programme states that improvement plans should be related to the following areas of intervention:

- (1) *Acquisition of basic skills.* Actions aimed at improving the mathematical competence and the linguistic competence of students.
- (2) *Support, guidance and socio-educational intervention.* Actions aimed at supporting students with difficulties in achieving adequate levels of learning.
- (3) *Transition between educational stages.* Actions to facilitate the transition between different teachings, during the process of change from one educational stage to another.
- (4) *Promotion of the school and collaboration and participation of the social environment in it.* Actions that improve the results of the diagnostic evaluation of schools and others that promote the collaboration and participation of the social environment in the school by the extension of school time, encouraging the involvement of the students through leisure and free time activities, noncurricular activities, school sports and development of values and social skills, as well as actions for the participation of the educational community, particularly families.

This policy initiative sought to encourage schools to develop improvement plans. It also included economic help for the self-assessment of the contexts, resources and processes of schools, and the identification of strengths and weaknesses, with the overall aim of specifying lines of change oriented toward achieving more inclusive practices. Of course, these lines had to be connected with the areas of intervention provided by the law specified above. However, the LEA did not recommend instruments that would be useful in reviewing school practices. This decision was left to the schools.

This being the case, the main reason to develop a new resource was to provide an approach designed specifically for the local context and its policies. It was also felt that its design should be inspired by the Index for Inclusion, due to the effective results that this tool has had internationally. However, the most recent version of the Index (Booth and Ainscow 2011) contains items that did not seem to be relevant to the Spanish context, such as: B1.12 *The school reduces its carbon footprint and use of water*; B1.13 *The school contributes to the reduction of waste*; C1.2 *Children investigate the importance of water*; C1.7 *Children investigate the earth, the solar system and the universe*; C1.8 *Children study life on earth*; C1.9 *Children investigate sources of energy*. In Spain, these concerns are addressed through the curriculum subject, ‘Natural Sciences’. Indeed, there are schools in the country that participate in ecology networks (Azorín and Muijs 2017). Therefore, it was considered

appropriate to create a tool which contains only aspects related to educational inclusion within the specific context.

With this in mind, a process was instigated by an Advisory and Research Team (A&R Team), consisting of colleagues from the University of Murcia and the University of Manchester, in order to determine the extent of the progress towards inclusion in schools in Murcia. In particular, a pilot version of the Themis review instrument was designed to be trialled in a group of schools that had participated in the *Improvement Programme* of the LEA and were interested in collaborating.

At this stage, it is relevant to explain how the Themis tool differs from the Index for Inclusion. [Table 1](#) shows the dimensions of Themis and its comparison with the Index, including the content and routes to the inclusion journey that these tools offer.

As we see in the table, both instruments are specifically focused on helping schools move forward on their journey to inclusion, promoting teacher reflection with the aim of introducing changes into the daily dynamics of the schools. It is also intended that these reflections will lead to the development of contextualised improvement plans for promoting inclusion.

In designing the structure of Themis, we were also influenced by the CIPP (Context, Input, Process and Product) model developed by Stufflebeam (1971) for the evaluation of educational programmes. We focused our attention on its structural dimensions, thinking that these could provide a suitable framework for thinking about issues related to inclusion. In Spain, for example, there are investigations that have used this model and its structure to evaluate the quality of response to diversity (Muñoz, Casar, and Abalde 2007), and other research has applied the CIPP model in the study of factors that promote intercultural sensitivity (Ruiz, Ferrández, and Sales 2012). The first of these papers provides clues as to how the model can be used to provide support for schools on their journey towards inclusion. In this sense, as we will explain, Themis was designed to offer a self-review tool, able to map a route for greater inclusion in school settings. The

**Table 1.** Dimensions and routes of the Index for Inclusion in comparison with Themis.

INDEX FOR INCLUSION	THEMIS INCLUSION TOOL
<b>DIMENSIONS</b>	
Dimension A: Creating inclusive cultures <i>A1. Building community</i> <i>A2. Establishing inclusive values</i>	Dimension A: Analyzing school contexts <i>A1. Within school borders: inclusive aspirations</i> <i>A2. Between scholar collectives: teachers, students and families</i> <i>A3. Beyond school gates: stakeholders and society</i>
Dimension B: Producing inclusive policies <i>B1. Developing the school for all</i> <i>B2. Organising support for diversity</i>	Dimension B: Valuing resources for inclusion <i>B1. Personal: teacher training</i> <i>B2. Institutional: human, material, technological, physical, and the school as a resource</i> <i>B3. Local: neighbourhood</i>
Dimension C: Evolving inclusive practices <i>C1. Constructing curricula for all</i> <i>C2. Orchestrating learning</i>	Dimension C: Developing inclusive processes <i>C1. Presence: taking diversity into account</i> <i>C2. Participation: empowerment of all</i> <i>C3. Achievement: progress and assessment</i>
<b>ROUTES TO THE INCLUSION JOURNEY</b>	
(1) Getting started, (2) finding out together, (3) producing a plan, (4) taking action, and (5) reviewing development	(1) Starting with reflective questions, (2) filling out a questionnaire, (3) analyzing the data, and (4) choosing of improvement lines oriented toward more inclusive practices



next sections provide an explanation about how the instrument was developed and trialled.

## Developing Themis

An initial draft of the instrument was developed, drawing on a literature review of existing instruments in the inclusion field. Once the dimensional structure had been established, the A&R Team, mentioned above, drew on the CIPP Model (and the choice of the first three evaluative dimensions: Context, Resources and Process), to decide on a list of indicators, along with relevant questions for reflection related to these. This draft instrument was reviewed by 31 British and Spanish researchers to help determine its content validity. These professionals were asked to draw on their knowledge and experience of responses to diversity, inclusive education and research methodology. The work of Azorín et al. (n.d.) describes in depth the design process phases of Themis, which involved:

- (1) The discourse created through the semi-structured interviews with the British researchers during the revision of the initial version of the instrument.
- (2) The rating of the material generated through a group discussion of the participants from the home university of the authors in Spain.
- (3) The evaluation of other Spanish reviewers who completed a custom-built evaluation chart, using the aggregated individual method (Cabero and Llorente 2013; Corral 2009). The quantitative and qualitative information gleaned from the chart was analyzed and the reviewers' suggestions were incorporated into the final version of the instrument.

Drawing on the findings of this process, the initial version of the tool was further refined for the purpose of trialling it with schools. This pilot version comprised of twenty-seven reflective questions, a questionnaire with sixty-five items, and five response options to rate the degree of agreement or disagreement about each of the questions posed. There was also a final section for respondents to indicate three positive and negative aspects regarding responses to diversity in their classroom/school.

## Trialling Themis

Following the validation process, we set out to examine the relevance of the pilot instrument to teachers in Murcia schools. In particular, we wanted to find out:

- Are the contexts, resources and processes relevant dimensions to assess progress towards inclusion?
- Are the items in Themis meaningful to the teachers?
- Do the reflective questions stimulate teacher discussions about inclusion?
- Do teachers think that the instrument can help them to review their school's stage of development?

The trialling was conducted during the second term of the school year 2015/2016. Meetings were held with the leadership teams in each school, during which they were given a



covering letter outlining the aim of the research and assuring the anonymity of participants.

The instrument was reviewed by 38 schools (25 nursery and primary, and 13 secondary) that had previously participated in the improvement plans initiative with the LEA and had expressed a wish to incorporate a review process of their practices in order to promote inclusion. Of these, 35 were state schools and three were private. Regarding the location, three are in rural areas, four in peri-urban areas and 31 in towns.

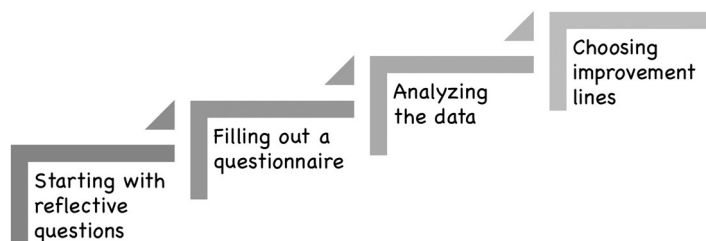
Those invited to take part were 1,630 teachers, i.e. the total number of teachers working in the 38 schools where Themis was trialled. The return rate was 33.43%, providing a sample of 545 teachers. This sample represents 2.24% of the overall Murcia teacher population ( $n = 24,261$ ). The majority were female (66.5%); 68.4% were public tenured; 40.3% had more than 20 years of work experience and the age range with the highest percentage was 41–50 years, with 32.3%. The distribution by phases shows 44% from secondary education, followed by primary education (40.3%) and nursery education (15.7%). In terms of occupation, 84.9% were teachers; 2.4% hearing and speech specialists; 4.1% special needs teachers; 8.3% belonged to the leadership team; and 0.3% were others.

During the process, we organised three focus groups per school (including leadership teams and teachers who were representing the different educational stages and specialisms). This corresponded to 100% of the sample. The selection of these professionals took into account their voluntary participation in the trialling and their involvement in the LEA programme mentioned above.

The Themis strategy for reviewing school practice, which was inspired largely by the *Index for Inclusion* phases, contains the following steps (Figure 1):

*Step 1: Starting with reflective questions.* At the beginning of the process we wanted to know what was meant by inclusion for the stakeholders involved in each school. The trialling of another instrument conducted by Sharma et al. (2017), who used indicators as a catalyst for inclusion, states that inclusive education will become effective if leaders and teachers are sufficiently trained. However, this is only possible, they argue, if all stakeholders have a clear understanding of the concept, and governments provide the appropriate infrastructure and support to enable them to achieve this.

In the Murcia study, we set out to create ‘interruptions’ to thinking about inclusion (Ainscow 2005), resolve some contradictions (e.g. the concepts of integration and inclusion), and address different tensions generated by practice (e.g. barriers to learning and other difficulties, such as the need to increase resources for students categorised as having special education needs). It has been argued that strategies for developing inclusive practices have to involve interruptions in thinking in order to encourage an exploration of overlooked



**Figure 1.** Themis strategy to help schools to plan their next steps.

possibilities for moving practice forward (Ainscow et al. 2006). For this purpose, we organised focus groups formed of 4–5 teachers with the support of a ‘critical friend’ (a university researcher), a role that has led to good results in other experiences in the field of inclusion (Durán et al. 2005). One of us acted as the critical friend, exercising a guiding and facilitating role that was intended to encourage reflection on how to promote more inclusive practices in schools. In this sense, we followed the advice of Kaplan and Lewis (2013, 29), who state in their guide, *Promoting Inclusive Teacher Education Methodology*:

Having someone to talk about your work can make teaching feel less isolating and be a good way to reflect on and improve your practice as a teacher and an inclusive educator. Of course, it is very likely that you will talk informally with colleagues about work when you get the chance. However, it is also useful to have a more structured approach to talking about your experiences of teaching and learning.

**Table 2.** Questions to promote reflection in focus groups.

---

DIMENSION A: ANALYZING SCHOOL CONTEXTS (First reflective session)

A.1. Within school borders: inclusive aspirations

A.1.1. *Socioeconomic situation*. Are teachers aware of the socioeconomic situation of the families whose children attend the school?

A.1.2. *Cultural diversity*. Does your school have students from different cultures?

A.1.3. *Education policy*. Is the attention to diversity measures envisaged under current legislation suitable to students’ real situation?

A.1.4. *Leadership*. Does the Leadership Team employ an inclusive leadership approach?

A.1.5. *Pro inclusion values*. Do teachers promote values associated with the idea of inclusion?

A.1.6. *Prevention of discriminations*. Do teachers see the prevention of discriminations as part of their teaching?

A.2. Between scholar collectives: teachers, students and families

A.2.1. *Teacher and student relationship*. What is the relationship between the teachers and students?

A.2.2. *Collaboration between teachers*. Do teachers work together collaboratively?

A.2.3. *Family and school links*. What is the family/school relationship like?

A.3. Beyond school gates: stakeholders and society

A.3.1. *Community engagement*. Do local community agents collaborate with the school?

A.3.2. *Networks between schools*. Is the school involved in collaboration networks or partnerships with other schools?

DIMENSION B: VALUING RESOURCES FOR INCLUSION (Second reflective session)

B.1. Personal

B.1.1. *Training resources*. Do the teachers receive training in attention to student diversity?

B.2. Institutional

B.2.1. *Human resources*. Does school have sufficient human resources to respond to diversity?

B.2.2. *Material resources*. Do the school’s material resources respond to the needs of all its students?

B.2.3. *Technological resources*. Are the technological resources at your school appropriate for the diversity and number of the students?

B.2.4. *Physical resources*. Are the school’s installations accessible to all?

B.2.5. *The school as a resource*. Is the school used as a community resource?

B.3. Local

B.3.1. *Neighbourhood resources*. Does the school manage the community resources available to students and parents effectively?

DIMENSION C: DEVELOPING INCLUSIVE PROCESSES (Third reflective session)

C.1. Presence: taking diversity into account

C.1.1. *Celebration of diversity*. Do teachers celebrate student diversity in the learning process?

C.1.2. *Teaching planning*. Does your teaching planning consider all the students?

C.1.3. *Education process*. How is the education process carried out?

C.1.4. *Variety of methodology*. Do teachers use a wide range of methodological strategies?

C.2. Participation: empowerment of all

C.2.1. *Flexible heterogeneous groups*. Is student heterogeneity a basic criterion when organising work groups?

C.2.2. *Organisation of times and spaces*. Are times and spaces flexible in order to adapt to students’ characteristics?

C.2.3. *Support*. Does the student support process carry out inclusive?

C.3. Achievement: progress and assessment

C.3.1. *Evaluation*. When evaluating, is a student’s progress measured according his or her possibilities?

C.3.2. *Transit between stages*. Does the school provide guidance to students and their families in the transit from one educational stage to another?

---

One of the aims of using focus groups was to promote discussion of the questions formulated by Themis (see [Table 2](#)). Three sessions were scheduled, one per dimension (contexts, resources and processes).

During the course of these sessions, we observed how the focus groups helped to encourage interactions between participants with different views of inclusion (Fletcher et al. 2010). At this stage, we recognised the importance of developing trust amongst stakeholders. We also saw how the group discussions prompted teachers to ask questions about their experiences in school. We felt that, to varying degrees, this helped participants to open their minds and reflect on the situation in their own working contexts. However, different views remained and, as in other studies, some resistance to the idea of inclusion continued to be apparent (Ainscow et al. 2006).

In the main, the teachers who reviewed the instrument argued that it was useful for thinking about the meaning of inclusion. For example:

During the reflective sessions with Themis I realized that the concept I had of inclusion was more closely related to integration. I am now able to distinguish the difference between the two terms and to discuss it with substance. I have been practicing teaching for more than 25 years and I have been listening to the word inclusion for a long time, although at school I have never had the opportunity to ask myself and my colleagues what it really means and the scope and significance of this process in our students' lives. (Head Teacher, Private School).

In our daily school routine, we do not usually have moments to think about issues such as inclusion. We are always working and we dedicate the free time in our timetable to programming and revising the educational standards imposed by law. We try to address diversity in the best possible way, but it is true that most of the time we do not ask ourselves if we are responding to diversity in an inclusive form or not. I think the use of Themis in school has helped me to question my own practice as a teacher. (Music Teacher, Public School).

*Step 2: Filling out a questionnaire.* The questionnaire (see [Appendix 1](#)) was administered in printed format and schools were provided with a letter-box where teachers could deposit it individually, once completed.

*Step 3: Analyzing the data.* We led the information analysis and returned the data to the schools. Likewise, PowerPoint presentations about the strengths and weaknesses found were prepared, which were well received by the participants and seemed to facilitate understanding of the results. The analysis of the data collected by Themis identified strengths and weaknesses in relation to the practices of the schools. In general, the main strengths were concentrated in the processes dimension, referring to the actual teaching work, while the weaknesses were found in contexts, with scarce engagement between schools and their communities. The use of mixed forms of data (qualitative from the focus group and quantitative from the questionnaire) helped to provide a better understanding of inclusion and how contextual factors were influencing thinking and practices (Gruner 2007). As has been argued, evidence of various kinds can be a catalyst for stimulating other forms of organisational learning (Ainscow 2016). This involves using different approaches that are part of a broad agenda to increase trustworthiness and facilitate complementary information (Newby 2010). Some of the challenges involved during this stage were the need to generate credible evidence and the problem of making sense of this evidence.



**Figure 2.** Image taken during one of the meetings held to choose the improvement lines.

*Step 4: Choosing improvement lines.* At this stage, each school decided its priorities for moving forward toward, which were presented at a meeting of all the participating schools (Figure 2).

On the basis of the findings, and taking into account the areas for development determined by each school, the improvement lines to be adopted were discussed and selected by the stakeholders involved. At this time, we made our recommendations through a report and PowerPoint exhibition, although schools had the final decision on the areas selection in which they wanted to work. In the end, schools voted what were their priorities. Some of these were associated with topics of interest such as: support networks between schools; cooperative learning; peer tutoring; welcoming immigrant students; tutorial action; attention to diversity; transit between stages; community engagement; coexistence in school; and teacher collaboration.

### Drawing the lessons

Throughout this paper, we have stressed the importance of addressing the idea of inclusion in relation to particular contexts. This reminds us of the complexities of the processes involved and the challenges that have to be overcome in order to promote more inclusive schools.

Following the trialling of Themis, we have drawn several lessons that throw further light on these challenges and how they can be addressed. These lessons are summarised in this concluding section, which is structured in relation to the research question presented at the start of the paper: *How can schools be helped to review progress on their journey to becoming more inclusive?*

Firstly, we conclude that review instruments such as Themis can help schools along their inclusion journey. However, what is clear from this experience is that *the various meanings*

*of inclusion that are likely to be there amongst the stakeholders involved have to be discussed and, if possible, resolved.* In this way, the aim must be to arrive at a shared understanding that can help draw people together around a common purpose. Having said that, it has to be accepted that a complete consensus within a school is unlikely. This is why leadership is such an important factor in helping those involved to live with and learn from the different perspectives that exist within their school community.

With regard to our research question, our study suggests that, if we want to help schools to review their progress in terms of inclusion, we need to know where they are on their journey. In this respect, the logical starting point for inclusive development within a school is through a detailed analysis of existing practice and with the sharing of expertise amongst staff members (Ainscow, Dyson, and Weiner 2014).

Evidence from the trials presented in this paper suggests that the formulation in the new instrument is promising in this respect. Indeed, following the trialling, many of the teaching staff affirmed that Themis had promoted a rich debate about inclusion in their schools. As a result, the tool appeared to stimulate self-reflection processes as a starting point for moving thinking and practice forward.

Secondly, these experiences suggest that *improvements have to be planned jointly, based on the strengths and weaknesses found in each context.* Schools can be helped to review progress on their journey to becoming more inclusive through collective discussions aimed at selecting improvement areas for further development. In short, Themis looks to be a promising way of raising awareness of a school situation amongst the teaching staff in order to incorporate improvement actions oriented towards organising collective processes of change and developing more inclusive practices.

Thirdly, the experiences we have described confirm that *changes toward inclusion must start from the interests and motivation of the school as a whole.* Furthermore, the later assessment of the evidence collected has to involve a feedback process in which the particular concerns of individuals are addressed and any other questions that arise are dealt with through collective effort. All of this is inspired by a view of inclusion as a never-ending process of social learning – a continuous search that has no end – a formulation that is closely linked to the thinking behind the Index for Inclusion.

This leads us to conclude that research into evidence from these types of experiences could be of great value in the coming years for the review of the progress on the inclusion journey within the Spanish context. However, there has to be a recognition of the limitations of only having teacher perceptions. There are other instruments, not least the Index for Inclusion, that encourage schools to compare the views of different stakeholders, including parents and students. Indeed, research of Messiou and Ainscow (2015) on teacher professional development suggests that it is listening to the views of students, more than anything else, that makes the difference as far as responding to learner diversity is concerned. In particular, these researchers argue, it is this that brings a critical edge that has the potential to challenge teachers to invent new possibilities for engaging students in their lessons.

Finally, returning to the themes we presented at the start of this paper, improving schools by making them more inclusive is central to the world agenda for education. However, in order to be aware of the strengths and weaknesses in schools, efficient tools and guidance on their use is needed. In this respect, Themis has proved to be

useful in a particular context by fostering reflection amongst teachers about the contexts, resources and processes that underpin their work.

## Acknowledgement

We thank the many colleagues who have contributed to the study reported in this paper, particularly those who were involved on the validation process of Themis: Sue Goldrick, Susie Miles, Steve Courtney, Michael Wigelsworth, Kirstin Kerr, Ruth McGinity, Mel West, Samantha Fox, Michelle Moore, Pilar Arnaiz, Ana Luisa López, Gerardo Echeita, Marta Sandoval, Anabel Moriña, José María Fernández-Batanero, Covadonga Ruiz, María José León, David Durán, Carmen Alba, María Dolores Hidalgo, Joan Jordi Muntaner, Odet Moliner, María Ángeles Parrilla, Asunción Lledó, María Paz García-Sanz, José Manuel Guirao, Rogelio Martínez and Remedios De Haro.

## Disclosure statement

No potential conflict of interest was reported by the authors.

## Notes on contributors

*Cecilia Azorín*, PhD, is Substitute Assistant Professor in the Department of Didactics and School Organization at the University of Murcia. She was given the First National Award in Pedagogy in Spain (2013). She has been visiting scholar at the Centre for Equity in Education (University of Manchester, 2015) and at the Centre for Research in Inclusion (University of Southampton, 2016). She has 25 articles in peer-reviewed journals published in different countries (Spain, Colombia, Mexico, Venezuela, United Kingdom), and she is a regular contributor to international conferences, such as ECER. Her research is focused on inclusion, school improvement, gender, and networking in education. She also is reviewer of Educational Research, and School Effectiveness and School Improvement, among others.

*Mel Ainscow* is Emeritus Professor of Education at the University of Manchester, Adjunct Professor at Queensland University of Technology and Honorary Professor of Practice at University of Wales Trinity Saint David. His research focuses on ways of making schools effective for all children and young people. A long-term consultant to UNESCO, he is currently working on international efforts to promote equity and inclusion globally. His most recent books are: *Struggles for equity in education: the selected works of Mel Ainscow* (Routledge World Library of Educationalists series), *Inside the autonomous school: making sense of a global educational trend* (with Maija Salokangas), and *Promoting equity in schools: collaboration, inquiry and ethical leadership* (with Jess Harris and Suzanne Carrington), all published by Routledge. In the Queen's 2012 New Year Honours list he was made a CBE for services to education.

## ORCID

*Cecilia Azorín*  <http://orcid.org/0000-0001-8454-8927>

## References

- Ainscow, M. 2005. "Developing Inclusive Education Systems: What are the Levers for Change?" *Journal of Educational Change* 6: 109–124. doi:10.1007/s10833-005-1298-4.
- Ainscow, M. 2016. "Collaboration as a Strategy for Promoting Equity in Education: Possibilities and Barriers." *Journal of Professional Capital and Community* 1 (2): 159–172. doi:10.1108/JPC-2015-0013.



- Ainscow, M., T. Booth, A. Dyson, P. Farrell, J. Frankham, F. Gallannaugh, A. Howes, and R. Smith. 2006. *Improving Schools, Developing Inclusion*. London: Routledge.
- Ainscow, M., A. Dyson, and S. Weiner. 2014. "De la exclusión a la inclusión. Una revisión literaria internacional en camino para responder a los estudiantes con necesidades educativas en las escuelas [From Exclusion to Inclusion. A Review of International Literature on Ways of Responding to Students with Special Educational Needs in Schools]." *En clave pedagógica* 13: 13–40.
- Álvarez, V., A. Rodríguez, E. García, J. Gil, I. López, S. Romero, and M. T. Padilla. 2002. "La atención a la diversidad en los centros de enseñanza secundaria: estudio descriptivo en la provincia de Sevilla." [Attention to Diversity in Secondary Schools: A Descriptive Study in Seville]. *Revista de Investigación Educativa* 20 (1): 225–245.
- Álvarez, M. I., and M. A. Verdugo. 2012. "Educación inclusiva ¿Una realidad o un ideal?" [Inclusive Education. A Reality or an Ideal?]. *Edetania* 41: 17–30.
- Armstrong, D., A. C. Armstrong, and I. Spandagou. 2011. "Inclusion: By Choice or by Chance?" *International Journal of Inclusive Education* 15 (1): 29–39. doi:10.1080/13603116.2010.496192.
- Avramidis, E., P. Bayliss, and R. Burden. 2000. "A Survey Into Mainstream Teachers' Attitudes Towards the Inclusion of Children With Special Educational Needs in the Ordinary School in one Local Education Authority." *Educational Psychology* 20 (2): 191–211. doi:10.1080/713663717.
- Azorín, C. M. 2016. "La respuesta a la diversidad del alumnado en el contexto: un estudio de casos [Responding to Student Diversity in the English Context: Case Studies]." *Enseñanza & Teaching* 34 (2): 77–91. doi:10.14201/et20163427791.
- Azorín, C. M. 2017. "Análisis de instrumentos sobre educación inclusiva y atención a la diversidad [Analysis of Instruments on Inclusive Education an Attention to Diversity]." *Revista Complutense de Educación* 28 (4): 1043–1060.
- Azorín, C. M. n.d. "The Journey to Inclusion: Exploring the Teacher Response to Diversity Challenge in Schools." *Revista Colombiana de Educación*.
- Azorín, C. M., M. Ainscow, P. Arnaiz, and S. Goldrick. n.d. "A Tool for Teacher Reflection on the Response to Diversity in Schools." *Profesorado*. Revista de currículum y formación del profesorado.
- Azorín, C. M., and D. Muijs. 2017. "Networks and Collaboration in Spanish Education Policy." *Educational Research* 59 (3): 273–296.
- Beacham, N., and M. Rouse. 2012. "Student Teachers' Attitudes and Beliefs About Inclusion and Inclusive Practice." *Journal of Research in Special Educational Needs* 12 (1): 3–11. doi:10.1111/j.1471-3802.2010.01194.x.
- Benfeld, J. S. 2012. "Justice as fairness y la idea de equilibrio reflexivo." *Revista de Derecho de la Pontificia Universidad Católica de Valparaíso* XXXIX: 607–635.
- Bolívar, A. 2012. "Justicia social y equidad escolar. Una revisión actual." [Social Justice and School Equity. A Current Revision]. *Revista Internacional de Educación para la Justicia Social* 1 (1): 9–45.
- Booth, T., and M. Ainscow. 2011. *Index for Inclusion. Developing Learning and Participation in Schools*. Bristol: CSIE.
- Bourke, R., and M. Mentis. 2013. "Self-Assessment as a Process for Inclusion." *International Journal of Inclusive Education* 17 (8): 854–867. doi:10.1080/13603116.2011.602288.
- Boyadjieva, P., and P. Ilieva. 2017. "Between Inclusion and Fairness: Social Justice Perspective to Participation in Adult Education." *Adult Education Quarterly*, 67, 1–21. doi:10.1177/0741713616685398.
- Boyle, C., and K. Topping. 2012. *What Works in Inclusion?* New York: Open University Press.
- Brandes, J., P. McWhirter, K. Hary, M. Crowson, and C. Millsap. 2012. "Development of the Indicators of Successful Inclusion Scale (ISIS): Addressing Ecological Concerns." *Teacher Development: An International Journal of Teachers' Professional Development* 14 (4): 463–488. doi:10.1080/13664530.2012.717212.
- Cabero, J., and M. C. Llorente. 2013. "La aplicación del juicio de experto como técnica de evaluación de las tecnologías de la información y comunicación (TIC)." [The Expert's Judgment Application



- as a Technic Evaluative Information and Communication Technology (ICT)]. *Revista de Tecnología de Información y Comunicación en Educación* 7 (2): 11–22.
- Casanova, M. A. 2011. *Educación inclusiva: un modelo de futuro* [Inclusive Education: A Future Model]. Madrid: Wolters Kluwer.
- Chiner, E., M. C. Cardona, and J. M. Gómez. 2015. “Teachers’ Beliefs About Diversity: An Analysis from a Personal and Professional Perspective.” *Journal of New Approaches in Educational Research* 4 (1): 18–23. doi:10.7821/naer.2015.1.113.
- Colmenero, M. J. 2006. “Análisis de las percepciones del profesorado de Educación Secundaria sobre los procesos de atención a la diversidad. Su incidencia en la formación.” [Analysis of Perceptions of Professorship of Secondary Education on Processes of Diversity Attention: His Incident in the Training]. *Profesorado. Revista de currículum y formación del profesorado* 10 (2): 1–15.
- Corral, Y. 2009. “Validez y confiabilidad de los instrumentos de investigación para la recolección de datos.” [Validity and Reliability of the Instruments to Collect Data]. *Ensayo* 19 (33): 228–247.
- Costa, M. V. 2013. “Justice as Fairness and Educational Policy: A Response to Leivinson.” *Social Theory and Practice* 39 (2): 353–361. doi:10.5840/soctheorpract201339220.
- Cullen, J. P., J. L. Gregory, and L. A. Noto. 2010. “The Teacher Attitudes Toward Inclusion Scale (TATIS) Technical Report.” Paper presented at the 33rd eastern educational research association, Savannah, Georgia.
- Domínguez, J., and M. Pino. 2009. “Evaluación de las medidas de atención a la diversidad en la educación primaria en Galicia: impacto escolar.” [Evaluation of Measures to Address Diversity in Primary Education in Galicia: School Impact]. *Revista Española de Orientación y Psicopedagogía* 20 (2): 123–134.
- Durán, D., G. Echeita, C. Giné, E. Miquel, C. Ruiz, and M. Sandoval. 2005. “Primeras experiencias de uso de la Guía para la Evaluación y Mejora de la Educación Inclusiva (Index for Inclusion) en el Estado Español.” [First Experiences of Using the Guide for the Evaluation and Improvement of Inclusive Education (Index for Inclusion) in the Spanish State]. *Revista Electrónica Iberoamericana sobre Calidad, Eficacia y Cambio en Educación* 3 (1): 464–467.
- Echeita, G. 2006. *Educación para la inclusión o educación sin exclusiones* [Education for Inclusion or Education Without Exclusions]. Madrid: Narcea.
- Echeita, G. 2008. “Inclusión y exclusión educativa. Voz y quebranto.” [Inclusion and Exclusion of Education. Voice and Break]. *Revista Electrónica Iberoamericana sobre Calidad, Eficacia y Cambio en Educación* 6 (2): 9–18.
- Echeita, G., and A. Ainscow. 2011. “La educación inclusiva como derecho. Marco de referencia y pautas de acción para el desarrollo de una revolución pendiente.” [Inclusive Education as a Right. Framework and Guidelines for Action for the Development of a Pending Revolution]. *Tejuelo* 12: 26–46.
- Echeita, G., Y. Muñoz, M. Sandoval, and C. Simón. 2014. “Reflexionando en voz alta sobre el sentido y algunos saberes proporcionados por la investigación en el ámbito de la educación inclusiva.” [Thinking Aloud on the Sense and Some Knowledge Provided by Research in the Field of Inclusive Education]. *Revista Latinoamericana de Educación Inclusiva* 8 (2): 25–48.
- Ekins, A. 2017. *Reconsidering Inclusion: Sustaining and Building Inclusive Practices in Schools*. New York: Routledge.
- Erten, O., and R. S. Savage. 2012. “Moving Forward in Inclusive Education Research.” *International Journal of Inclusive Education* 16 (2): 221–233. doi:10.1080/13603111003777496.
- Ferrandis, M. V., C. Grau, and M. C. Fortes. 2010. “El profesorado y la atención a la diversidad en la ESO.” [Teachers and Attention to Diversity in Secondary Education]. *Revista Educación Inclusiva* 3 (2): 11–28.
- Fletcher, T., D. Allen, B. Harkins, K. Mike, C. Martinich, and H. Todd. 2010. “How do we Include Those Children? Attitudes Toward and Perceptions of Inclusion in Chile.” *International Journal of Whole Schooling* 26 (1): 75–92.
- Florian, L., K. Black-Hawkins, and M. Rouse. 2016. *Achievement and Inclusion in Schools*. London: Routledge.

- Forlin, C., C. Earle, T. Loreman, and U. Sharma. 2011. "The Sentiments, Attitudes and Concerns About Inclusive Education Revised (SACIE-R). Scale for Measuring Pre-Service Teachers' Perceptions About Inclusion." *Exceptionality Education International* 21 (1): 50–65.
- González, F., M. E. Martín, N. E. Flores, C. Jenaro, R. Poy, and M. Gómez. 2013. "Inclusión y convivencia escolar: análisis de la formación del profesorado." [Inclusion and School Coexistence: Analysis of Teacher Training]. *European Journal of Investigation in Health* 3 (2): 125–135. doi:10.1989/ejihpe.v3i2.30.
- Gruner, A. 2007. "Context Matters: Exploring Relations Between Inclusion and Reading Achievement of Students Without Disabilities." *International Journal of Disability, Development and Education* 54 (1): 91–112. doi:10.1080/10349120601149797.
- Guerrero, B. J. 2016. "Desafíos para la educación inclusiva en secundaria, de la utopía a lo tangible." [Challenges for Inclusive Education in Junior High Education, from Utopia to what is Tangible]. *Revista nacional e internacional de educación inclusiva* 9 (2): 87–103.
- Intxausti, N., F. Etxebarria, and I. Bartau. 2017. "Effective and Inclusive Schools? Attention to Diversity in Highly Effective Schools in the Autonomous Region of the Basque Country." *International Journal of Inclusive Education* 21 (1): 14–30. doi:10.1080/13603116.2016.1184324.
- Jansen, W. S., S. Otten, K. Van Der, and L. Jans. 2014. "Inclusion: Conceptualization and Measurement." *European Journal of Social Psychology* 44: 370–385. doi:10.1002/ejsp.2011.
- Jull, S. 2009. "Student Behaviour Self-Monitoring Enabling Inclusion." *International Journal of Inclusive Education* 13 (5): 489–500. doi:10.1080/13603110701841315.
- Kaplan, I., and I. Lewis. 2013. *Promoting Inclusive Teacher Education Methodology*. Bangkok: UNESCO.
- Kitsantas, A., and G. Mason. 2012. "Teacher Efficacy Scale for Classroom Diversity (TESCD): A Validation Study." *Profesorado. Revista de currículum y formación del profesorado* 16 (1): 35–44.
- López, M., G. Echeita, and E. Martín. 2009. "Concepciones sobre el proceso de inclusión educativa de alumnos con discapacidad intelectual en la educación secundaria obligatoria." [Conceptions About the Process of Educational Inclusion of Students With Intellectual Disabilities in Compulsory Secondary Education]. *Cultura y Educación* 21 (4): 485–496. doi:10.1174/113564009790002391.
- López, M. C., and E. F. Hinojosa. 2016. "Construction and Validation of a Questionnaire to Study Future Teachers' Beliefs About Cultural Diversity." *International Journal of Inclusive Education* 20 (5): 503–519. doi:10.1080/13603116.2015.1095249.
- Marchesi, A. 2004. "Del lenguaje de la deficiencia a las escuelas inclusivas." [From Language of Deficiency to Inclusive Schools]. In *Desarrollo psicológico y educación. Trastornos del desarrollo y necesidades educativas especiales* [Psychological Development and Education. Developmental Disorders and Special Educational Needs], edited by A. Marchesi, C. Coll, and J. Palacios, 21–43. Madrid: Alianza Editorial.
- Marchesi, A., D. Durán, C. Giné, and L. Hernández. 2009. *Guía para la reflexión y valoración de prácticas inclusivas* [Guide for reflection on and assessment of inclusive practices]. Madrid: Organización de Estados Iberoamericanos.
- Messiou, K. 2012. *Confronting Marginalisation in Education. A Framework for Promoting Inclusion*. London: Routledge.
- Messiou, K. 2017. "A Research in the Field of Inclusive Education: Time for a Rethink?" *International Journal of Inclusive Education* 21 (2): 146–159. doi:10.1080/13603116.2016.1223184.
- Messiou, K., and M. Ainscow. 2015. "Responding to Learner Diversity: Student Views as a Catalyst for Powerful Teacher Development?" *Teaching and Teacher Education* 51: 246–255. doi:10.1016/j.tate.2015.07.002.
- Messiou, K., M. Ainscow, G. Echeita, S. Goldrick, M. Hope, I. Paes, M. Sandoval, C. Simón, and T. Vitorino. 2016. "Learning from Differences: A Strategy for Teacher Development in Respect to Student Diversity." *School Improvement* 27 (1): 45–61. doi:10.1080/09243453.2014.966726.
- Messiou, K., and M. C. Azaola. 2017. "A Peer-Mentoring Scheme for Immigrant Students in English Secondary Schools: a Support Mechanism for Promoting Inclusion?" *International Journal of Inclusive Education*, 22, 142–157.

- Miles, S., and M. Ainscow. 2011. *Responding to Diversity in Schools. An Inquiry-based Approach*. London: Routledge.
- Mitchell, D. 2017. *Diversity in Education. Effective Ways to Reach All Learners*. New York: Routledge.
- Moliner, O., A. Sales, R. Ferrández, and J. Traver. 2011. "Inclusive Cultures, Policies and Practices in Spanish Compulsory Secondary Education Schools: Teachers' Perceptions in Ordinary and Specific Teaching Contexts." *International Journal of Inclusive Education* 15 (5): 557–572.
- Muñoz, J. M., L. S. Casar, and E. Abalde. 2007. "El "contexto" y las "metas y objetivos" como elementos clave en la calidad de la atención a la diversidad en centros no universitarios." [The Context and Goals and Objectives as Key Elements in Quality in Attention to Diversity in Non-University Education]. *Revista Electrónica de Investigación y Evaluación Educativa* 13 (2): 235–261.
- Newby, P. 2010. *Research Methods for Education*. New York: Pearson Education.
- Nguyen, X. T. 2015. *The Journey to Inclusion*. Rotterdam: Sense Publishers.
- OECD. 2015. *Education Policy Outlook 2015: Making Reforms Happen*. Paris: OECD.
- Opertti, R., Z. Walker, and Y. Zhang. 2014. "Inclusive Education: From Targeting Groups and Schools to Achieving Quality Education as the Core of EFA." In *The SAGE Handbook of Special Education*. 2nd Revised ed., edited by L. Florian, 149–169. London: Sage.
- Parry, J., J. Rix, K. Sheehy, and K. Simmons. 2013. "The Journey Travelled: A View of Two Settings a Decade Apart." *British Journal of Educational Studies* 61 (4): 385–399.
- Pegalajar, M. C. 2014. "Importancia de la actividad formativa del docente en centros de Educación Especial." [Importance of the Training Activity of Special Education Schools Teachers]. *Revista Electrónica Interuniversitaria de Formación del Profesorado* 17 (1): 177–192. doi:10.6018/reifop.17.1.181731.
- Rawls, J. 2002. *La justicia como equidad. Una reformulación* [Justice as Fairness: A Restatement]. Barcelona: Paidós.
- Ruairc, G. 2013. "Including Who? Deconstructing the Discourse." In *Leadership for Inclusive Education: Values, Vision and Voices*, edited by G. Ruairc, E. Ottesen, and R. Precey, 9–18. The Netherlands: Sense Publishers.
- Ruiz, P., R. Ferrández, and M. A. Sales. 2012. "Aplicación del modelo CIPP en el estudio de los factores que favorecen la sensibilidad intercultural." [Application of the CIPP Model in the Study of Factors that Promote Intercultural Sensitivity]. *Revista Electrónica de Investigación y Evaluación Educativa* 18 (2): 1–14.
- Save the Children. 2015. *Iluminando el futuro. Invertir en educación es luchar contra la pobreza infantil* [Enlightening the Future: Investing in Children is to Fight Against Child Poverty]. Madrid: Save the Children España.
- Save the Children. 2017. *Disinherited. Childhood Inequality, Equal Opportunities and Public Policy*. Madrid: Save the Children España.
- Sharma, U., C. Forlin, M. Marella, and F. Jitoko. 2017. "Using Indicators as a Catalyst for Inclusive Education in the Pacific Islands." *International Journal of Inclusive Education* 21 (7): 730–746.
- Sharma, U., T. Loreman, and C. Forlin. 2012. "Measuring Teacher Efficacy to Implement Inclusive Practices." *Journal of Research in Special Educational Needs* 12 (1): 12–21. doi:10.1111/j.1471-3802.2011.01200.x.
- Shyman, E. 2015. "Toward a Globally Sensitive Definition of Inclusive Education Based in Social Justice." *International Journal of Disability, Development and Education* 62 (4): 351–362. doi:10.1080/1034912X.2015.1025715.
- Slee, R. 2011. *The Irregular School: Exclusion, Schooling and Inclusive Education*. Abingdon: Routledge.
- Slee, R. 2016. "Diversity at Risk in an Age of Exclusion." *The International Journal of Diversity in Education* 16 (3): 45–58. doi:10.18848/2327-0020/CGP/v16i03/45-58.
- Stufflebeam, D. L. 1971. "The Use of Experimental Design in Educational Evaluation." *Journal of Educational Measurement* 8 (4): 267–274.
- UNESCO. 2009. *Policy Guidelines on Inclusion in Education*. Paris: UNESCO.

- UNESCO. 2015a. *Education 2030. Incheon Declaration and Framework for Action. Towards Inclusive and Equitable Quality Education and Lifelong Learning for All*. Paris: UNESCO.
- UNESCO. 2015b. *Embracing Diversity: Toolkit for Creating Inclusive Learning-Friendly Environments*. Paris: UNESCO.
- UNESCO. 2016. *Training Tools for Curriculum Development. Reaching Out to all Learners: A Resources Pack for Supporting Inclusive Education*. Ginebra: UNESCO.
- UNESCO. 2017. *A Guide for Ensuring Inclusion and Equity in Education*. Paris: UNESCO.
- UNICEF. 2010. *Equity and Inclusion in Education: A Guide to Support Education Sector Plan Preparation, Revision, and Appraisal*. Washington: UNICEF.
- UNICEF. 2017. *Children of Austerity. Impact of Great Recession on Child Poverty in Rich Countries*. Oxford: UNICEF.
- Vázquez, E., M. Just, and R. Triscari. 2014. "Teachers' Dispositions and Beliefs About Cultural and Linguistic Diversity." *Universal Journal of Educational Research* 2 (8): 577–587. doi:10.13189/ujer.2014.020806.
- Vélez, L. 2013. "La educación inclusiva en docentes en formación: su evaluación a partir de la teoría de facetas." [Inclusive Education in Teachers in Training: Their Evaluation Based on Facet Theory]. *Folios* 37: 95–113.

## Appendix 1. Themis inclusion tool

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

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
3. Students come from different cultures	1	2	3	4	5
4. I believe that the attention to diversity measures under current legislation respond to the needs of the students at my school	1	2	3	4	5
5. The Leadership Team distributes tasks equally	1	2	3	4	5
6. The Leadership Team considers the opinions of others when taking decisions	1	2	3	4	5
7. The Leadership Team promotes the development of inclusive practices	1	2	3	4	5
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
10. Preventing discriminations is part of my teaching work	1	2	3	4	5
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
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 lectures in the same classroom)	1	2	3	4	5
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
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
22. The school is involved in networking projects with another schools (regional, national or abroad partnership)	1	2	3	4	5
23. The school collaborates with other socio-educational institutions in the area	1	2	3	4	5

### DIMENSION B: RESOURCES

24. I take part in ongoing training in attention/responses to diversity (Courses, Seminars, Conferences)	1	2	3	4	5
25. I collaborate in teaching innovation projects for improving inclusion	1	2	3	4	5
26. The staff at the school includes enough specialists/auxiliary workers to attend to its student diversity	1	2	3	4	5

(Continued)

**Appendix 1. Continued.****DIMENSION A: CONTEXTS**

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
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
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
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
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 organises out-of-school activities for families (Workshops, Schools for Parents)	1	2	3	4	5
41. The school has a resources bank for students who need it (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**

43. Student diversity enriches the education process	1	2	3	4	5
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
46. I frequently review my teaching programme 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
49. I use various methodological strategies throughout my teaching (e.g. learning by projects, learning corners, research work, cooperative learning)	1	2	3	4	5
50. I set up heterogeneous work groups in the classroom	1	2	3	4	5
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
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
59. The assessment criteria in my programme 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
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 familiarise students with their next school (e.g. visit to the primary/secondary/vocational school or university)	1	2	3	4	5

*Indicate 3 positive aspects regarding attention to diversity in your classroom /school*

1  
2  
3

*Indicate 3 negative aspects that you would like to change regarding attention to diversity in your classroom/school*

1  
2  
3

Thank you for collaborating.