

# ANALYSIS OF CULTURALLY RESPONSIVE PRACTICES IN SCHOOLS IN SPAIN

Project name:	Supporting Culturally Responsive Leadership and Evaluation in Schools (CReLES)
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## 1 Introduction and Background

The theory of Culturally Responsive Leadership proposes that the school leaders are aware of the increasing cultural and lingual diversity in schools and have put in place the mechanisms that ensure equitable educational provision for every student. Ensuring equity of participation in education for every cohort of students is not a mean task and involves significant challenges for school leaders and other members of the school community (see, for example, Ladson-Billing, 2007; English et al. 2012; Lopez, 2015; Khalifa et al. 2016; Gay, 2018; Khalifa, 2020). One of the major challenges, as Bustamante et al. (2009) found out in their study, relates to the school leaders and teachers' inadequate preparation in organising learning for the diverse student body which leads to several others. Sometimes school leaders personal bias (Bustamante et al. 2009; Khalifa, 2020) and sometimes of the community they work with promotes a deficit view of marginalised, minority or refugee students which results in the low self-esteem of such students and ultimately leads to poor achievement standards (Brown, 2007). School leaders' limited say in developing or modifying curriculum and assessment practices hinders their efforts to provide equal opportunities to all students to learn and be engaged regardless of their cultural background.

To meet these challenges, school leaders need support at national, regional and local levels to engage in Culturally Responsive Leadership and ascertain culturally responsive learning environments. These wide-ranging supports include national education policy that upholds equity of participation in quality education for all diverse groups of learners and educational leadership preparation programmes that develop cultural competence among incumbents and train them in culturally responsive practices on one hand and provision of resources to schools to manage the learning of all cohorts of learners on the other hand. School practices reflect the underlying values, norms and beliefs of school culture in the most tangible form (Bustamante et al. 2009) hence, school leaders' critical consciousness of race, culture, language, national identity and other areas of differences is necessary to engender an all-embracing environment. However, from theory to practice no study has been carried out so far that investigates culturally responsive practices, supports and challenges together and those too, in four European countries simultaneously for comparative analysis. As a part of a three-year Erasmus+ funded project titled Supporting Culturally Responsive Leadership and Evaluation in Schools (CReLES); this project that includes Higher Education Institutions in Austria, Ireland, Russia and Spain, aims to develop internal evaluation frameworks, supports (presented as a toolkit) and remote training programmes for school leaders in the area of Culturally Responsive Leadership.

The first phase of CReLES that forms the basis for this report includes an exploratory survey and analysis of the extent to which schools currently engage in Culturally Responsive Leadership as well as

the challenges confronted and supports required to ensure the leadership of culturally responsive learning environments. This phase of the study is divided into three stages.

Stage 1, based on a systematic literature review of culturally responsive practices in schools, challenges faced by school leaders and supports needed in developing multicultural environments in schools (Brown *et al.* 2020), the partner countries collaborated to develop and subsequently piloted the survey questionnaire. The survey questionnaire consisted of 4 sections. Section 1 of the survey was for the purpose of providing an outline profile of schools. Section 2 of the survey was for the purpose of providing an outline profile of school leaders. Section 3 of the survey was for the purpose of exploring culturally responsive practices in schools. Finally, section 4 of the survey was for the purpose of exploring challenges and supports for culturally responsive practices in schools. A labelling system was also applied to the items of the questionnaire for comparative analysis of culturally responsive practices, supports and challenges in the programme countries (Appendix 1).

Stage 2 of this phase of the study required each partner country to provide a descriptive analysis of the feedback from schools in their education system ascertaining culturally responsive practices and supports and challenges that encourage or inhibit equity of learning of the migration background students.

Finally, at stage 3, using parametric and non-parametric statistical techniques, a comparative analysis of the findings will be carried out using the data sets from each partner countries.

This report presents stage 2, feedback on culturally responsive practices undertaken in Spanish schools and supports required and challenges confronted by the schools while carrying out these practices.

This report presents a descriptive analysis of results derived from stage 2 of Spain's data set. The analysis of culturally responsive leadership practices, challenges and supports in compulsory secondary schools used all the data received (n= 39) as due to covid-19 pandemic the school principals have been busy in managing this extraordinary situation that they had never faced before. They had to assume functions like doing contact tracing if any member of staff or student tested positive for covid-19. Although we have extended the deadline to complete the questionnaire, the response rate has been low. Some of the respondents skipped the open-ended questions but most of them have completed every question. Analysis of Spanish results is presented using descriptive statistics on this report.

The part of the report provides a summary analysis of closed and open-ended questionnaire responses and is divided into four sections: (1) *School sample characteristics*; (2) *School Leaders sample characteristics*; (3) *Leadership in Diverse Environments*; and (4) *Challenges and Supports*. Within each section, questionnaire responses are initially described. However, to explain the questionnaire responses further, an analysis of qualitative comments is also provided wherever applicable.

## 2. School sample characteristics

This section of the report presents the school sample characteristics. The first subsection describes the school location, type, student and staff number and the like. The second subsection describes the % composition of student population attending schools with regards to SEN, socio-economically disadvantaged background or migrant background and the strategies that schools use for the integration of migration background students.

### 2.1 School characteristics

As can be seen from **Table 1**, the majority of participants who responded to the survey are from cities. However, the amount of participants from towns and small towns is bigger (Table 1).

<b>Question</b>	<b>Answer Choices</b>	<b>%</b>	<b>Count</b>
<i>Which best describes your school's location?</i>	A Village, Hamlet or Rural area (up to 3,000 people)	2.60%	1
	Small town (3,001 to 15,000 people)	28.20%	11
	Town (15,001 to 100,000 people)	28.20%	11
	City (100,001 to 1,000,000 people)	35.90%	14
	Large city (more than 1,000,000 people)	5.10%	2

**Table 1:** School Location

**Table 2** reveals that 82% of respondents work in non-fee-paying Publicly managed schools which is consistent with the Ministerio de Educación y Formación Profesional (2020). In Spain, 65.80% of compulsory secondary schools are non-fee-paying Publicly managed schools.

In Spain we have two types of publicly-funded private schools. One of them is not considered totally private because it receives public funds in addition to its private profit. Only schools financed by both funds have responded to this questionnaire.

<b>Question</b>	<b>Answer Choices</b>	<b>%</b>	<b>Count</b>
<i>Is your school a publicly-funded private school?</i>	Yes	17.90%	7
	No	82.10%	32

**Table 2:** School Type

**Table 3** reveals that a majority (almost 70%) of schools are located in the areas where there are two or more schools that compete for their students this is further corroborated through the information presented in table 1 that most of the respondents are from cities.

<b>Question</b>	<b>Answer Choices</b>	<b>%</b>	<b>Count</b>
<i>Which of the following statements best describes the schooling available to students in your location?</i>	There are two or more other schools in this area that compete for our students.	69.20%	27
	There is one other school in this area that competes for our students.	12.80%	5
	There are no other schools in this area that compete for our students.	17.90%	7

**Table 3:** Number of competitor schools in the student catchment areas

As can be seen in **Table 4**, a significant number of schools (35.90% + 41.00%) that responded have student number ranging between 100-1000. A 20.50% of schools have student number ranging between 1001 and 1500 and only one school has more students. However, there is no school with student number less than a hundred.

<b>Question</b>	<b>Answer Choices</b>	<b>%</b>	<b>Count</b>
<i>Approximately how many students attend your school?</i>	1501 or more	2.60%	1
	1001- 1500	20.50%	8
	501 - 1000	41.00%	16
	100 - 500	35.90%	14
	99 or less	0.00%	0

**Table 4:** School Size

**Table 5** reveals that every schools involved in the study have students aged 12 – 16 and most of them also cater for 16 – 18 years olds. Only a small % caters for 0 – 12 year olds.

<b>Question</b>	<b>Answer Choices</b>	<b>%</b>	<b>Count</b>
<i>What age group/groups does your school cater to?</i>	16 – 18 years	84.60%	33
	12 – 16 years	100%	39
	6 – 12 years	17.90%	7
	0 – 5 years	12.80%	5

**Table 5:** School Type

**Table 5a** presents that a significant majority (71.80%) of schools that completed the survey were secondary schools. Almost 18% of respondents were Secondary publicly-funded private schools. These results are consistent with the Table 2.

<b>Question</b>	<b>Answer Choices</b>	<b>%</b>	<b>Count</b>
<i>Is your school a...</i>	Secondary school	71.80%	28
	Compulsory Secondary Education school	2.60%	1
	Vocational Training Integrated institutions	5.10%	2
	Secondary publicly-funded private schools	17.90%	7
	Others...	0.00%	0
	Missing	2.60%	1

**Table 5a:** School Type

**Table 6** reveals the general pattern of staff composition. There are 5 missing values in the category Other staff. Therefore, only 34 school leaders answered to this question. 39 responses were recorded in the other categories, the total of the sample.

<i>Question</i>		<i>Mean</i>	<i>Median</i>	<i>Mode</i>	<i>Minimum</i>	<i>Maximum</i>
Please indicate the approximate number of full time equivalent staff working in your school in each type of position mentioned.	Teachers	69.41	70	multi	20	120
	Support Staff	5.54	4	1	1	60
	School Administrative Personnel	3.64	3	1	1	25
	School Management Personnel	5	5	5	1	7
	Other staff	6.88	5.50	5	0	25

**Table 6:** Number of various staff in schools

## 2.2 *Student Population Composition and Integration Strategies*

**Table 7** shows that a significant majority (71.80%) of schools that responded to the survey have a student population of between 1% and 10% whose language is different from the language of instruction. Almost 70% of these schools have 1% to 10% of students from migration background.

On the other hand, students with special needs comprise 1% and 10% of student population (<80%) in schools, as do students from socio economically disadvantaged homes (56.40%). Around 38% of schools have a student population of between 1% to 10% of students who are refugees.

However, there are no schools with more than 60% of students with special needs or students whose first language is different from the language(s) of instruction or students who are refugees. In fact, more than half (56.40%) of schools that responded to the survey have no students who are refugees.

Question	Theme	None		1% to 10%		11% to 30%		31% to 60%		More than 60%	
		%	Count	%	Count	%	Count	%	Count	%	Count
<i>Please estimate the broad percentage of students in your school who have these characteristics</i>	Students whose first language is different from the language(s) of instruction	7.7	3	71.80	28	17.90	17	2.60	1	0.00	0
	Students with special needs	0.00	0	82.10	32	12.80	5	5.10	2	0.00	0
	Students from socio economically disadvantaged homes	2.60	1	56.40	22	33.30	13	2.60	1	5.10	2
	Students who are immigrants or with migrant background	0.00	0	69.20	27	20.50	8	5.10	2	2.60	1
	Students who are refugees	56.40	22	38.50	15	0.00	0	0.00	0	0.00	0

**Table 7:** % of student population with migration background, SEN, socio-economically disadvantaged background, refugees and whose language is different from the language of instruction

**Table 8** reveals that a significant majority (almost 60%) of schools take no special measures to support the integration of migration background students and they are placed in the mainstream classes immediately after their admission. In the Spanish sample, no schools are found that separate migrant students from the rest of the population.

Question	Answer Choices	%	Count
<i>Which of the following arrangement describes migrant students' (a refugee, immigrant student, and students with a migrant background) integration in your school?</i>	Migrant students are placed in mainstream classes immediately after their admission	59%	23
	Migrant students spend some time in special language immersion classes and some in the mainstream classes (sports, music, drama, art, etc.) until they learn the language of instruction	33.30%	13
	Migrant students have separate classes altogether	0.00%	0
	Other arrangements	5.10%	2
	Missing	1	2.60

**Table 8:** Arrangements for integrating students with a migration backgrounds in schools

### 2.3 Profile of School Leaders

This section of the survey presents the profile of the school leaders who participated in the study.

**Table 9** reveals that the percentage of male school principals is more than female principals.

<b>Question</b>	<b>Answer Choices</b>	<b>%</b>	<b>Count</b>
<i>Are you female or male?</i>	Female	35.90	14
	Male	64.10	25
	No answer	0.00	0

**Table 9:** School Leaders' Gender

Data in **Table 10** is about principals' age and as can be seen, the mean and median ages are almost the same and most of the principals are in their 50s (reference mode). The minimum age of Spanish sample is high (40 years).

<b>Question</b>	<b>Mean Age</b>	<b>Median</b>	<b>Mode</b>	<b>Minimum</b>	<b>Maximum</b>
How old are you?	51.56 years	53 years	45 & 55 years	40 years	75 years

**Table 10:** School leaders' Age

As shown in **Table 11**, the majority of school principals (< 67%) have a Bachelors Degree or at least three years of university education after high school. The percentage of school leaders with a doctorate stands out (< 26%).

<b>Question</b>	<b>Answer Choices</b>	<b>%</b>	<b>Count</b>
<i>What is the highest level of formal education that you have completed?</i>	Bachelors Degree or at least three years of university education after high school	66.7	26
	Masters Degree or at least five years of university education after high school	5.1	2
	Doctorate	25.6	10
	Any other university/higher education qualification	2.6	1

**Table 11:** School Leaders' Qualification

The values in **Table 12** are about the principals' experience as principals as well as teachers. The mean and median values of the principals' experience in the management role are 7 and 5 years respectively, while the mean and median values of their experience as teachers are 24.29 and 24 years. The mode values for both of these variables are 1 and 23 years. More than half of school principals have been in the management role for less than 6 years. There is a significant difference between the years working as a teacher and the years working as a principal.

<b>Question</b>		<b>Mean</b>	<b>Median</b>	<b>Mode</b>	<b>Minimum</b>	<b>Maximum</b>
How many years of experience do you have?	Experience as a principal	7	5	1	1	35
	Experience as a teacher	24.29	24	23	10	43

**Table 12:** School Principals' management and teaching experience

### 3. School Leaders' Preparation for Cultural Responsivity

This section focuses on assessing the professional competence of the principals with regards to cultural responsivity. The first subsection presents the various school leadership preparation/training programmes that are available and the extent the principals have availed these opportunities. This subsection also explores if principals have recently been engaged in their professional development. There is also data about the availability of and participation in professional development activities specifically related to culturally responsive school leadership. The second subsection describes the level of principals' professional development needs in a range of professional areas related to school leadership and the barriers to their participation in courses specifically focused on culturally responsive leadership practices in schools. While the third subsection describes principals' beliefs in relation to culturally diverse school environments.

#### 3.1. Professional Development Opportunities for School Leaders

A sizeable proportion of school principals 92.3% received training in school administration or principal training. Most of them (< 51%) received the training before taking up a position as principal. Moreover, more than half of school leaders have attended to instructional leadership training. However, almost 54% of school principals admitted not having received any training in culturally responsive leadership.

As far as availability of pre-service training and in-service training opportunities is concerned the data say that there is not a big difference in the percentages of the principals who received training in school administration or instructional leadership before assuming the role of the school principal or after becoming the principal.

		<i>Training Provided</i>				<i>When the Training took place</i>			
		Yes		No		Before taking up a position as principal		After taking up a position as principal	
<i>Question</i>	<i>Theme</i>	%	Count	%	Count	%	Count	%	Count
<i>Did the formal education you completed or In-service training/short course/workshops you attended include the following and, if yes, was this before or after you took up a position as principal?</i>	School administration or principal training programme or course	92.3	36	5.1	2	51.3	20	41	16
	Instructional leadership training or course	61.65	24	35.9	14	35.9	14	25.60	10
	Culturally responsive leadership training or course	43.6	17	53.8	21	33.3	13	12.8	5

**Table 13:** Information about Principals' training in School administration, Instructional Leadership and Culturally responsive leadership and the timing of the training

In response to items related to the professional development activities that principals have attended recently (**Table 14**), around 50% of principals agreed having attended seminars about leadership, participated in a network of school principals, read the professional literature and attend to other Professional Development Opportunities. On the other hand, many (56 – 92.3%) principals acknowledged not having received any formal qualification, training in leadership under the

conditions of cultural diversity, attended conference about educational issues related to cultural diversity, courses/seminars about leadership or peer observation and coaching during the last twelve months.

Question	Theme	Yes		No	
		%	Count	%	Count
<i>During the last 12 months, did you participate in any of the following professional development activities aimed at you as a principal?</i>	Courses/seminars about leadership	41	16	56	22
	Courses/seminars about leadership under the conditions of cultural diversity	15.4	6	79.5	31
	Education conferences where teachers, principals and/or researchers present their research or discuss educational issues that specifically relate to cultural diversity	23.1	9	74.4	29
	Formal qualification programme (e.g. a degree programme)	5.10	2	92.3	36
	Peer and/or self-observation and coaching as part of a formal arrangement	17.9	7	79.5	31
	Participation in a network of principals formed specifically for the professional development of principals	56.4	22	41	16
	Reading professional literature	53.8	21	38.5	15
	Other Professional Development Opportunities: Please elaborate in the space below.	43.6	17	53.8	21

**Table 14:** Participation in professional development activities

### 3.2. *School Leaders' professional development needs and barriers to participation*

**Table 15** show the level of need for each of these areas that are pertinent to aspiring, newly appointed and experienced school leaders' professional development. For all fourteen areas the maximum responses can be seen between 'Low level of need' and 'Moderate level of need' columns. The percentage of responses in these levels ranges between 25.6% and 49.28%. Concomitantly, the six areas that are exclusively focused on cultural responsiveness, all responses are in 'Low level of need', except *Using data for tracking progress of migrant students*, which is in 'Moderate level of need' column. *Recruitment and retention of staff* is one such area where 38.5% responses are 'No need at present' which is the highest percentage in this category.

Question	Theme	No need at present		Low level of need		Moderate level of need		High level of need	
		%	Count	%	Count	%	Count	%	Count
For each of the areas listed below, please indicate the extent to which you currently need professional development	New developments in leadership	7.7	3	35.9	14	38.5	15	12.8	5
	New developments in culturally and linguistically diverse school leadership	5.1	2	38.5	15	38.5	15	12.8	5
	Managing classes with multilingual/multicultural students	7.7	3	53.8	21	17.9	7	17.9	7
	Current national /local policies that specifically relate to multicultural and multilingual education	10.3	4	41	16	33.3	13	12.8	5
	Using data for tracking progress of migrant students	12.8	5	25.6	10	46.2	18	12.8	5
	Designing the school curriculum	10.14	7	37.68	26	49.28	34	2.90	2
	Designing the school curriculum for the inclusion of students from migrant backgrounds	12.8	5	33.3	13	30.8	12	20.5	8
	Designing professional development for/with teachers	15.4	6	30.8	12	35.9	14	15.4	6
	Designing professional development for/with teachers to enhance teaching and learning with students from a migration background	12.8	5	38.5	15	30.8	12	15.4	6
	Observing classroom instruction	23.1	9	38.5	15	20.5	8	15.4	6
	Providing effective feedback	7.7	3	46.2	18	23.1	9	17.9	7
	Promoting equity and diversity	7.7	3	35.9	14	35.9	14	15.4	6
	Developing collaboration among teachers	5.1	2	25.6	10	41	16	25.6	10
Recruitment and retention of staff	38.5	15	33.3	13	15.4	6	7.7	3	

**Table 15:** Professional development needs

**Table 16** presents the barriers to participation in professional development courses as perceived by the principals. No barrier emerges as a common stumbling block. Three types of barriers that have received some sizeable percentages are no incentives for participating in professional development 35.90%, family responsibilities 33.30% and problems with work schedule 30.80%. However, there are more principals (43.6%) acknowledged that *family responsibilities* and *unavailability of relevant*

*professional development* are not a barrier to participate in their professional development. Finally, a significant number of them (71.8%) confirmed the fact to have the pre-requisites is not a barrier to attend to professional development courses.

Question	Theme	Strongly disagree		Disagree		Agree		Strongly agree	
		%	Count	%	Count	%	Count	%	Count
<i>How strongly do you agree or disagree that the following present barriers to your participation in professional development courses that are specifically designed to enhance culturally responsive leadership practices in schools?</i>	I do not have the pre-requisites (e.g. qualifications, experience, seniority)	71.8	28	23.1	9	2.6	1	0.00	0
	Professional development is too expensive	46.2	18	41	16	10.3	4	0.00	0
	There is a lack of employer support	38.5	15	35.9	14	23.1	9	0.00	0
	Professional development conflicts with my work schedule	12.8	5	38.5	15	30.8	12	15.4	6
	I do not have time because of family responsibilities	12.8	5	43.6	17	33.3	13	7.7	3
	There is no relevant professional development offered	25.6	10	43.6	17	20.5	8	7.7	3
	There are no incentives for participating in professional development	12.8	5	20.5	8	35.9	14	28.2	11
	I don't think it is important for my school	59	23	25.6	10	10.3	4	2.6	1

**Table 16:** Barriers to participation in professional development

### 3.3. School Leaders' beliefs and readiness for cultural responsiveness

As can be seen from **Table 17**, in most of the responses, principals have expressed positive approach towards cultural diversity and learning of students from diverse cultural and ethnic backgrounds especially if both 'Agree' and 'Strongly agree' responses are considered together. For example, all principals believe (agree or strongly agree) that *'It is important to be responsive to differences in students' cultural backgrounds'*, *'It is beneficial for the academic success of students from diverse cultural and ethnic backgrounds when schools regard their cultural differences'* and *'Respecting other cultures is something that children and young people should learn as early as possible'*.

A similar level of response can be seen for the following three statements, too: *'for achieving school's goals it is important for the school to evaluate its practices to meet the needs of students from different cultural backgrounds'* (87.2% agree and strongly agree) and *'Immigrant children should have the same educational opportunities that other children in the country have'* (94.8% agree and strongly agree).

However, some of principals are disagrees or strongly disagrees with the stament of *'It is crucial for the academic success of students with migration background that schools offer courses in their native language'* (46%) and *'It is important for the academic success of students with a migration background that they learn the language of instruction only'* (61.5%).

Question	Theme	Strongly disagree		Disagree		Agree		Strongly agree	
		%	Count	%	Count	%	Count	%	Count
<i>Do you agree or disagree with the following statements in relation to culturally diverse environments?</i>	Immigrant children should have the same educational opportunities that other children in the country have	2.6	1	0.00	0	5.1	2	89.7	35
	It is important to be responsive to differences in students' cultural backgrounds	0.00	0	0.00	0	17.9	7	79.5	31
	It is important for students to learn that people from other cultures can have different values	0.00	0	0.00	0	15.4	6	82.1	32
	Respecting other cultures is something that children and young people should learn as early as possible	0.00	0	0.00	0	7.7	3	89.7	35
	It is beneficial for the academic success of students from diverse cultural and ethnic backgrounds when schools regard their cultural differences	0.00	0	0.00	0	33.3	13	64.1	25
	It is crucial for the academic success of students with migration background that schools offer courses in their native language	5.1	2	41	16	35.9	14	15.4	6
	It is important for the academic success of students with a migration background that they learn the language of instruction only	12.8	5	48.7	19	23.1	9	12.8	5
	It is best for school cohesion when schools emphasise the mainstream culture among their students	5.1	2	51.3	20	25.6	10	12.8	5
	In order to achieve the school's goals it is necessary that the school continually evaluates its structures and practices to meet the needs of students from different cultural backgrounds	0.00	0	10.3	4	43.6	17	43.6	17
	It is best for school cohesion when the school encourages linguistic diversity in school	0.00	0	25.6	10	33.3	13	38.5	15

**Table 17:** Features of culturally diverse environments

### 3.4 *Leadership in Diverse Environments*

This section describes the extent to which various culturally responsive policies and practices that shape the school environment are implemented in schools. School policies and practices that focus on the needs and experiences of the diverse groups in the school are helpful in removing the potential barriers to learning and achievement of culturally and linguistically diverse students. There is a strong relationship between the school leaders' perceptions of cultural competence and the policies and practices that they carry out in their schools to promote inclusion and diversity (Bustamante et al. 2009). As **Table 18** presents, it is encouraging to see the highest percentages of responses in the columns 'To a moderate extent' and 'To a large extent'. The majority of the principals (almost 90%) claim that (to a moderate extent, a large extent and to a very large extent) they are teaching and learning practices that integrate global issues; teaching student to be inclusive of different cultural backgrounds; carrying out explicit policies against cultural discrimination and explicit policies to appreciate and support cultural diversity. On the other hand, only a minority of principals (around 30%) acknowledge that (to no extent or to a small extent) they do not usually organise multicultural events or make inter-culturalism visible in the day-to-day life of the school and they do not often offer additional support for other subjects for students from migration backgrounds. Among the results, the percentage of schools that do not provide additional language support for students from migration backgrounds stands out (17,9% to not extend and 17.9% to a small extend).

A similar pattern emerges from the data in **Table 19** as is observed in table 18 with the highest percentages of responses, in most cases, are in the columns 'To a moderate extent' and 'To a large extent'. The majority of the principals (<70%) claim that (to a moderate extent or a large extent) students in their schools learn about the histories of diverse ethnic and cultural groups that live in other countries and in their own country; the different ethnic and cultural perspectives on historical and social events; and how people from different cultures can have different perspectives on some issues. In most of these schools (<50%) exchange programmes with schools in other countries are offered to their students. However, the most unpopular activities in schools are to celebrate festivities from other culture (56.4% to no extend and to a small extend) and to offer the chance to communicate with people from other cultures via web/internet/social media (30.8% to no extend and to a small extend).

Question	Theme	To no extent		To a small extent		To a moderate extent		To a large extent		To a very large extent	
		%	Count	%	Count	%	Count	%	Count	%	Count
<i>To what extent are the following policies and practices in relation to diversity implemented in your school?</i>	Supporting activities or organisations that encourage students expression of diverse ethnic and cultural identities (e.g. artistic groups)	7.7	3	17.9	7	25.6	10	38.5	15	10.3	4
	Organising multicultural events (e.g. cultural diversity day, festivals and special days of all the cultures)	10.3	4	23.1	9	35.9	14	23.1	9	7.7	3
	Teaching students how to deal with ethnic and cultural discrimination	0.00	0	7.7	3	17.9	7	41	16	33.3	13
	Adopting teaching and learning practices that integrate global issues throughout the curriculum	0.00	0	10.3	4	30.8	12	30.8	12	28.2	11
	Making inter-culturalism visible in the day-to-day life of the school (e.g. school displays, every child's name is correctly pronounced, etc.)	7.7	3	20.5	8	20.5	8	25.6	10	25.6	10
	Teaching students to be inclusive of different cultural backgrounds	0.00	0	10.3	4	30.8	12	20.5	8	38.5	15
	Explicit policies against cultural discrimination	0.00	0	12.8	5	30.8	12	17.9	7	38.5	15
	Explicit policies to appreciate and support cultural diversity	2.6	1	7.7	3	35.9	14	23.1	9	28.2	11
	Additional language support for learning the language of instruction for students from migration backgrounds	17.9	7	17.9	7	17.9	7	28.2	11	17.9	7
	Additional support for other subjects for students from migration backgrounds	5.1	2	20.5	8	25.6	10	30.8	12	17.9	7
Additional support for psychosocial well-being of students from migration backgrounds	7.7	3	17.9	7	28.2	11	23.1	9	23.1	9	

**Table 18:** Culturally responsive policies and practices implemented in schools

Question	Theme	To no extent		To a small extent		To a moderate extent		To a large extent		To a very large extent	
		%	Count	%	Count	%	Count	%	Count	%	Count
<i>In your opinion, to what extent do the following statements reflect practices in your school?</i>	In our school, students learn about the histories of diverse ethnic and cultural groups that live in other countries	10.3	4	20.5	8	30.8	12	38.5	15	0.00	0
	In our school, students learn about the cultures (e.g. beliefs, values, customs, arts) and histories of diverse ethnic and cultural groups that live in our country	5.1	2	25.6	10	23.1	9	43.6	17	2.6	1
	In our school, students learn about the different ethnic and cultural perspectives on historical and social events	7.7	3	12.8	5	30.8	12	43.6	17	5.1	2
	Students learn how people from different cultures can have different perspectives on some issues	2.6	1	17.9	7	25.6	10	38.5	15	15.4	6
	Our school offers an exchange programme with schools in other countries	10.3	4	7.7	3	28.2	11	33.3	13	17.9	7
	In our school, we celebrate festivities from other cultures	28.2	11	28.2	11	28.2	11	10.3	4	5.1	2
	We offer students the chance to communicate with people from other cultures via web/internet/social media	10.3	4	20.5	8	35.9	14	20.5	8	12.8	5

**Table 19:** Culturally responsive practices in schools

## 4. Challenges and Supports

This section presents challenges and supports for the culturally responsive leadership in schools. The first subsection describes the various ways through which parents of migration background students are involved in the school activities. The second subsection investigates schools' capacity to provide culturally and linguistically diverse instruction whilst the third subsection explores the attitude of the various stakeholders of the school whether they encourage or inhibit schools' efforts to promote cultural responsiveness. The penultimate subsection that comprises two open-ended questions ascertains participants' perspective on benefits or challenges of having students with migration background while the last subsection seeks supports that the principals require to ensure the integration of students from such backgrounds.

### 4.1 *Involvement of parents of migration background students in school activities*

According to **Table 20**, around 40% of principals are of the view that parents of migration background students almost never or occasionally volunteer in physical activities, in school library or media centre or as a guest speaker to talk about their cultural or religious practice. A little more than 50% principals believe that parents of migration background students always or usually come to school to discuss their child's behaviour or progress. However, participating in parents' council or other related committees is the activity that parents almost never attend (<30%). On the other hand, more than 40% principals shared that they do not have any physical activities at their schools.

### 4.2 *Challenges to the school's capacity to manage the learning of diverse learners*

**Table 21** reveals that the majority of principals are of the view that their school's capacity to provide culturally and linguistically diverse instruction is least affected by the posting of hurtful information on the internet about students (more than 70% to not or a small extend) and by inadequacy of instructional space (46.1% to not or a small extend). However, 65% of principals believe that (to a large or a very large extend) shortage of support personnel is the main obstacle to provide culturally and linguistically diverse instruction. Furthermore, more than 40% of the principals believe that (to a large or a very large extend) shortage of teachers with competence in teaching students in a multicultural or multilingual setting and shortage of time for instructional leadership are hindering their school's capacity to provide culturally responsive instruction to students.

Question	Theme	Almost never (In about 10% of the chances when they could have)		Occasionally (In about 30% of the chances when they could have)		Sometimes (In about 50% of the chances when they could have)		Frequently (in about 70% of the chances when they could have)		Usually (in about 90% of the chances they could have)		Every time		No such activity at my school	
		%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count
<i>How often do parents of migrant students participate in any of the following school-related activities? If any of these activities are not organised at your school, please check the last column.</i>	Discussing their child's behaviour or progress on the initiative of the school	5.1	2	5.1	2	15.4	6	10.3	4	30.8	12	25.6	10	2.6	1
	Volunteer in physical activities, e.g. building maintenance, carpentry, gardening or yard work	17.9	7	23.1	9	5.1	2	7.7	3	0.00	0	0.00	0	41	16
	volunteer in extra-curricular activities, e.g. book club, school play, sports, field trips	17.9	7	15.4	6	15.4	6	15.4	6	10.3	4	2.6	1	17.9	7
	Volunteer in the school library or media centre	25.6	10	15.4	6	10.3	4	10.3	4	5.1	2	2.6	1	25.6	10
	Appear as a guest speaker to talk about their cultural or religious practice	25.6	10	17.9	7	7.7	3	5.1	2	10.3	4	2.6	1	25.6	10
	Participate in Parent Council, Parent Association or school management committee	30.8	12	15.4	6	15.4	6	12.8	5	7.7	3	10.3	4	2.6	1

**Table 20:** Participation of parents of migrant students in school activities

Question	Theme	To no extent		To a small extent		To a moderate extent		To a large extent		To a very large extent	
		%	Count	%	Count	%	Count	%	Count	%	Count
<i>To what extent is your school's capacity to provide culturally and linguistically diverse instruction hindered by any of the following issues?</i>	Shortage of financial resources	7.7	3	17.9	7	43.6	17	23.1	9	7.7	3
	Shortage of qualified teachers (mainstream)	2.6	1	20.5	8	38.5	15	28.2	11	10.3	4
	Shortage of teachers with competence in teaching students in a multicultural or multilingual setting	7.7	3	17.9	7	30.8	12	35.9	14	5.1	2
	Shortage or inadequacy of instructional space (e.g. classrooms)	28.2	11	17.9	7	28.2	11	20.5	8	5.1	2
	Shortage or inadequacy of library materials	15.4	6	28.2	11	35.9	14	15.4	6	5.1	2
	Shortage of support personnel	5.1	2	10.3	4	20.5	8	35.9	14	28.2	11
	Shortage of time for instructional leadership	2.6	1	17.9	7	35.9	14	33.3	13	7.7	3
	Shortage of time for distributed leadership	2.6	1	20.5	8	35.9	14	28.2	11	12.8	5
	Shortage of time with the students of migrant backgrounds	5.1	2	23.1	9	33.3	13	28.2	11	10.3	4
	Postings of hurtful information on the Internet about students	53.8	21	20.5	8	17.9	7	7.7	3	0.00	0

**Table 21:** Challenges that limit school's capacity to provide culturally and linguistically diverse instruction

4.3. *Parents and Community response to multiculturalism*

**Table 22** reveals that more than 50% of principals are of the view that (to a large and a very large extent) parents and community members support their efforts for multicultural education in their schools while 38.5% of principals believe that (to a moderate extent) they have parental and community support in this regard. Concurrently, 25.6% of principals are of the view that parents and community members are not critical of the increasing number of migrant students in their schools but, 64.1% of them are of the view (to a small and a moderate extent) that parents and community members are critical of the increasing number of migrant students.

Question	Theme	To no extent		To a small extent		To a moderate extent		To a large extent		To a very large extent	
		%	Count	%	Count	%	Count	%	Count	%	Count
<i>To what extent do the following statements reflect the situation in your school?</i>	The majority of parents and community members support efforts of multicultural education in our school	2.6	1	7.7	3	38.5	15	43.6	17	7.7	3
	Parents and community members critical of the increasing numbers of migrant students in our school	25.6	10	38.5	15	25.6	10	10.3	4	0.00	0

**Table 22:** Parents and community response to multiculturalism

As can be seen in **Table 23** that majority principals (almost 75%) believe that (to a large and a very large extent) school staff acknowledge the school's practices to support cultural diversity. In general, most of principals believe that (to a moderate extend) colleagues, school board, parents and students acknowledge the school's practices with respect to cultural diversity. However, many principals (around 50%) believe that governments and general public do not acknowledge the school's practices to support cultural diversity or in to small extend.

Question	Theme	To no extent		To a small extent		To a moderate extent		To a large extent		To a very large extent	
		%	Count	%	Count	%	Count	%	Count	%	Count
<i>To what extent do the following stakeholders acknowledge the school's practices with respect to cultural diversity?</i>	School staff	0.00	0	12.8	5	12.8	5	43.6	17	30.8	12
	Colleagues (principals of other schools)	7.7	3	20.5	8	38.5	15	20.5	8	12.8	5
	School Board (consisting of teachers, parents etc.)	0.00	0	5.1	2	30.8	12	35.9	14	25.6	10
	Parents	5.1	2	5.1	2	46.2	18	28.2	11	15.4	6
	Students	0.00	0	2.6	1	41	16	30.8	12	25.6	10
	General Public (including media)	23.1	9	25.6	10	30.8	12	17.9	7	2.6	1
	Government (local / national)	25.6	10	25.6	10	25.6	10	17.9	7	5.1	2
	Other, please specify	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0

**Table 23:** Stakeholders' acknowledgement of school's endeavours supporting cultural diversity

#### *4.4 Benefits of Culturally diverse learning environments – Open Ended Responses*

Open ended responses reveal that principals are of the view that there are many benefits of having migrant students in their schools. In particular, an overarching perspective from principals relates to the fact that having migrant students in schools means learning about other cultural experiences and broadening our global vision. This requires respecting, understanding and empathising with other cultures. Most of the school leaders surveyed refer to 'cultural enrichment' and cite the word 'multiculturalism'. The principals' responses are organised in three different themes: Cultural enrichment, learning to accept difference and facilitate integration.

#### i. Cultural enrichment

11 out of 32 responses to the question on the perceived benefits of having an immigrant student in their school refer to cultural enrichment. Some examples of these are:

*Mutual enrichment of all members of the educational community.*

*Richness in all students.*

*Yes, because they enrich our daily lives with their cultural contributions.*

*It makes the school more complex, but much richer.*

#### ii. Learning to accept difference

Many principals view diversity positively and consider it a positive force that broadens children's outlook. Therefore, this broadening of children's perspectives involves learning values such as respect and empathy for cultural diversity.

*It is good for them to learn to relate to those who are not the same and/or think differently and to learn to respect and empathise with other cultures and races.*

*They bring a high cultural richness, flexibility and openness, and they enhance the values of the rest.*

*Promoting multiculturalism and making students' perspectives more open to the understanding of other cultures.*

*Promotion of education in values.*

#### iii. Facilitate integration

Some principals shared that multicultural classes prepare students, migrant and host both, to accept diversity in the real-life which leads to better integration of migrants in the community. In this way, a school headmaster of a school with a high percentage of immigrant pupils said: *Living together over the years has made us both (nationals and migrants) get to know and respect each other based on this knowledge and mutual respect. We have overcome many clichés associated with multiculturalism.*

*Other comments about that were:*

*Necessary learning for the future of life, as interculturality is a fact.*

*It prepares students for the global context they will encounter in an increasingly changing future where people migrate in search of stability and resources.*

*Learning and socialisation of the whole educational community.*

#### 4.5. Challenges of Culturally diverse learning environments – Open Ended Responses

Despite the benefits of multicultural classes and student population, managing every child's learning, ensuring equity of provision and promoting their academic and social integration has its own challenges. The challenges shared by the principals are divided into the following five categories: academic and social integration, learning the language of instruction, educational support and equal opportunities and availability of resources.

#### iv. Academic and social integration

The biggest challenge that reverberates through most of the responses (twenty out of thirty-one) of open-ended questions is integration of students with migrant background.

*The general rejection of Spanish society, which still maintains a racist and prejudicial view of migrants. Stereotypes and prejudices that are also fed by other political and social perspectives.*

*Full integration while respecting the diversity of each individual.*

*Full integration. Teaching with specific planning of multicultural actions and activities.*

*These students want to be treated like other young people, with the same interests, tastes and aspirations as those of national origin.*

For some school heads, integration and language learning are parallel paths. One of them says: *the step of learning the language is really important and makes it difficult for them to be included in many ways, not only academically, but mainly socially.*

#### v. Learning the language of instruction

Some principals are of the view that migrant students' low proficiency of the language of instruction seriously hampers their academic progress. Therefore, it is a challenge for both principals and migrant students.

*The main problem is the lack of knowledge of the language.*

*Difficulty in communicating with students and families.*

*To meet their specific needs (usually language needs) for those who do not come from Spanish-speaking countries, when they join the Spanish education system late (Secondary Education).*

*Integration and language.*

#### vi. Educational support and equal opportunities

Several principals expressed that their migrant students need educational support to ensure equal opportunities for all. This educational support is also aimed at their success in school. Most of principals did not clarify that this challenge was a consequence of a lack of resources.

*To achieve percentages of migrant students who complete their studies and aspire to university.*

*To guarantee equal opportunities by reducing the failure and dropout rates and increasing student success at school.*

*Avoid the formation of closed groups and favour the academic success of migrants.*

*without their origin, background, culture, ... being an impediment to being able to obtain and enjoy the same possibilities as those from any other part of Spain.*

*Development opportunities*

#### vii. Availability of resources

A few principals shared the view of lack of resources on one hand and on the other hand, the necessity of increasing the responsiveness of schools to the challenges of cultural diversity. Some examples of that are:

*Training, the economy, the ABSOLUTE lack of support from the administration.*

*To provide an adequate response to individual needs in a context of very large classrooms, especially with all teaching activities being subordinated to the health context.*

*To increase the response of schools to this type of students.*

#### 4.6. *Supports for Migrant Students' Integration in Schools*

In response to an open-ended question that what supports do school leaders require that will help them in the integration of migrant students? Most principals mentioned training resources and qualified staff, the latter including teachers of Spanish as a foreign language. The responses from the school leaders have been divided into 4 categories: financial and human resources, training resources, policy support and other support.

##### i. *Financial and human resources*

More than half of the principals ask for more financial and human resources. Some of them mentioned especially teachers of Spanish as a foreign language and qualified staff to be able to manage the learning and integration of students with migran background.

*Sufficient and sufficiently trained staff.*

*Qualified staff to support these students.*

*Give more resources and means to these centres in order to avoid the appearance of ghettos.*

*Training, financial resources, personnel.*

*Qualified integration staff.*

*We need support from the administration: qualified staff, materials, support hours for these students, etc.*

##### ii. *Training resources*

Several school leaders mentioned training resources as supporting the work of the principals in promoting the integration of immigrant students. Often this demand was formulated with another:

*Training and human resources.*

*Leadership training*

*Financial resources and training. We need support from the administration: qualified staff, materials, support hours for these students, etc.*

*Immersion lessons in English language for the few students in need of this support.*

##### iii. *Policy support*

Some principals reported that they need more support from education policies, including making them more flexible and adjustable for students with a migrant background. Some of these requests are initiatives proposed by head teachers and need policy support.

*Human resources and greater curricular flexibility.*

*More support teachers, link classrooms, etc.*

*Suitable regulations.*

*Time for teachers.*

*Courses for students and visits by students from other countries.*

#### iv. Other support

In addition to the above categories, it is useful to include a final category that includes other support mentioned by principals as necessary to integrate students with a migrant background. This support is more about attitudes and services than about resources.

*It is important that there is a good cooperative climate in the school.*

*Institutional support (town councils, local authorities, society in general).*

*Educational community involved, various resources...*

*Support from families, the educational administration, teachers...*

#### 4.7. Any other issues related to support migrant students' integration in schools

Some principals expressed, in more depth, some points that they consider important in the integration of immigrant pupils in schools.

*Attention to foreign students is not contemplated in the Attention to Diversity, such as in the case of immigrant students.... I think that this is one of the main problems: to make this type of student body visible in the regulations in order to then have the structures and resources in accordance with this need. It is not possible to "lead" from nothing. Even so, it is worth noting the efforts of many teachers to provide individualised attention to these students, both at a linguistic level and in terms of the content of the subject they teach.*

*I consider that we have reached a moment of "fusion" that for us it is not valid to continue to reproduce the clichés of "interculturality" with commemorations, celebrations.... It is not necessary to "celebrate" it, we live it day by day.*

## 5. Discussion and Conclusion

The overall response of the questionnaires indicates a very attitude towards principals' readiness to promote culturally responsive practices in their schools. School leaders have reported that having students with migrant background in their classrooms brings a multitude of benefits and learning opportunities for all, such as broadening the global perspective. In this sense, education in values and the acceptance of cultural differences are essential to achieve a good coexistence at school. However, according to the vision of the school leaders respondents, the integration of immigrant students is a challenge that depends largely on their proficiency in the language of instruction.

School leaders also mention the importance of learning Spanish for school success and promotion to higher education. They therefore ask for more qualified staff, training resources for them and policy support in their schools. Achieving equal access to opportunities for all students is a goal expressed by the majority of principals consulted.

Responses indicate that challenges and the areas where supports are sought overlap as expected. Managing learning and well-being of diverse groups of students is the major challenge and to meet this challenge, schools need more qualified teachers and staff. Responses indicate the demands on Irish Education System to have a uniform admission policy, organise teacher exchange programmes where teachers have the opportunities to interact with teachers from other ethnic groups and provide exemplars of support materials to organise and manage culturally responsive activities in schools that facilitate the learning of culturally and linguistically diverse groups of students.

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# Apoyo al Liderazgo y la Evaluación Culturalmente Comprometidos en las Escuelas

## Introducción

“Apoyo al Liderazgo y la Evaluación Culturalmente Comprometidos en las Escuelas” (*Supporting Culturally Responsive Leadership and Evaluation in Schools*, CRELES) es un estudio Erasmus+ de tres años de duración financiado por la Comisión Europea. Este proyecto se centra en el apoyo y las estrategias necesarias en todos los niveles del liderazgo escolar para responder a las necesidades de las clases y los centros diversos y multiculturales. El objetivo principal del proyecto es mejorar la inclusión del alumnado de origen inmigrante a través de la identificación y difusión de prácticas innovadoras relacionadas con el liderazgo comprometido culturalmente, el desarrollo de marcos para la evaluación de dicho liderazgo, así como la provisión de recursos formativos de alta calidad para la formación de líderes y el desarrollo de un MOOC para equipos directivos y otros agentes educativos interesados. En este estudio, el Liderazgo Culturalmente Comprometido se define como aquellas filosofías, prácticas y políticas de liderazgo que crean entornos educativos inclusivos para alumnado y familias procedentes de entornos étnica y culturalmente diversos.

Como parte de esta iniciativa, nos interesa mucho recibir los comentarios y opiniones de **los directores/as de los centros educativos en cuanto a las estrategias, apoyos y retos del liderazgo en entornos educativos que albergan alumnado procedente de contextos migrantes**. La encuesta consiste en cuatro secciones cortas y llevará aproximadamente 20 minutos rellenarla.

- La sección 1 se centra en obtener un perfil del centro educativo.
- La sección 2 se centra en obtener un perfil de los directores/as.
- La sección 3 se centra en la exploración de las prácticas culturalmente comprometidas en los centros educativos.
- La sección 4 se centra en la exploración de los retos y apoyos relativos al compromiso cultural en los centros educativos.

Todas sus respuestas son confidenciales, y se asegura su anonimidad de cara al informe de resultados.

Muchas gracias de antemano por su interés y por tomarse el tiempo para responder a la encuesta.

Los datos se procesarán de manera anónima y solo se utilizarán con fines de investigación. En España, el uso de datos está regulado por la Ley Orgánica 15/1999, de 13 de diciembre, de Protección de Datos de Carácter Personal (LOPD).

## Sección 1: Perfil de su Centro

### 1. ¿Cuál de las siguientes opciones describe mejor la localización de su centro?

- Aldea o zona rural (hasta 3.000 habitantes)
- Pueblo (3.001 a 15.000 habitantes)
- Ciudad pequeña (15.001 a 100.000 habitantes)
- Ciudad mediana (100.001 a 1.000.000 habitantes)
- Ciudad grande (más de 1.000.000 habitantes)

### 2. ¿Es su centro público o privado?

- Un centro público (Esta es una escuela dirigida, directa o indirectamente, por una administración educativa pública o agencia gubernamental).
- Un centro privado (Esta es una escuela dirigida, directa o indirectamente, por una organización no gubernamental; p. ej. una iglesia, sindicato, empresa, u otra institución privada).

### 3. ¿Cuál de las siguientes afirmaciones describe mejor la oferta educativa disponible para el alumnado en su localidad?

- Hay dos o más centros en esta área que compiten por el alumnado.
- Hay otro centro en esta área que compite por el alumnado.
- No hay otro centro en esta área que compita por el alumnado.

### 4. Aproximadamente, ¿cuántos estudiantes acuden a su centro?

- 1.501 o más
- 1.001- 1.500
- 501 – 1.000
- 100 - 500
- 99 o menos

### 5. ¿A qué grupo o grupos de edad pertenece el alumnado de su centro? Por favor, seleccione todas las opciones aplicables.

<input type="radio"/>	16 -18 años
<input type="radio"/>	12- 16 años
<input type="radio"/>	6 – 12 años
<input type="radio"/>	0 – 5 años

### 5a. Su centro educativo es un...

- Instituto de Educación Secundaria (IES)
- Centro de Educación Obligatoria (CEO)
- Instituto de Educación Secundaria Obligatoria (IESO)
- Centro Integrado de Formación Profesional
- Colegio de Educación Especial
- Centro privado que ofrece Educación Secundaria
- Centro concertado que ofrece Educación Secundaria
- Centro Privado de Educación Especial
- Otro (especificar):

### 6. Por favor, estime el porcentaje general de estudiantes con las siguientes características que acuden a su centro.

- Los estudiantes con necesidades específicas de apoyo educativo son aquellos a los que se les ha identificado alguna necesidad de aprendizaje, la cual es originada por una desventaja mental, física o emocional. [A menudo, son aquellos a los que se les

proporcionan recursos adicionales (humanos, materiales o económicos) públicos o privados, con el fin de favorecer su educación].

- Los “hogares socioeconómicamente desfavorecidos” se refieren a aquellos hogares que carecen de las necesidades básicas o ventajas de la vida, como una vivienda adecuada, nutrición o atención médica.
- Un refugiado es aquella persona que, independientemente de su estatus legal, huyó a otro país buscando refugio de la guerra, de la opresión política, de la persecución religiosa o de un desastre natural.
- Un “estudiante inmigrante” es aquel que ha nacido fuera del país.
- Un “estudiante procedente de un contexto migrante” es aquel cuyos progenitores han nacido ambos fuera del país.
- Un estudiante puede pertenecer a varias categorías simultáneamente.

Por favor, marque una opción en cada fila.

	Ninguno	1% al 10%	11% al 30%	31% al 60%	Más del 60%
Estudiantes cuyo idioma materno es diferente del idioma de instrucción					
Estudiantes con necesidades específicas de apoyo educativo					
Estudiantes procedentes de hogares socioeconómicamente desfavorecidos					
Estudiantes inmigrantes o de contextos migratorios					
Estudiantes que son refugiados					

**7. ¿Cuál de las siguientes afirmaciones describe la integración del alumnado migrante (alumnado refugiado, inmigrante y procedente de contextos migrantes) en su centro educativo?**

- Se ubica al alumnado migrante en clases ordinarias inmediatamente después de su admisión.
- El alumnado migrante reparte su tiempo lectivo entre clases especiales de inmersión lingüística y clases ordinarias (deporte, música, teatro, arte, etc.) hasta que aprenden el idioma de instrucción.
- El alumnado migrante acude a clases completamente separadas.

Otras situaciones (por favor, especifique)

**8. Para cada uno de los puestos enumerados a continuación, por favor indique el número aproximado de personal a tiempo completo que trabaja actualmente en su centro.**

Docentes, independientemente del nivel educativo en el que impartan docencia  
*Su principal actividad en el centro educativo es la enseñanza del alumnado*

\_\_\_\_\_

Personal de apoyo pedagógico, independientemente del nivel educativo en el que desempeñan su labor

*Incluyendo docentes asistentes o ayudantes u otros profesionales no docentes que imparten enseñanza o apoyan la enseñanza de los docentes, profesionales especializados en el currículo o la*

*instrucción, especialistas en tecnologías educativas/personal de biblioteca, especialistas en psicología y pedagogía, personal sanitario*

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Personal de administración escolar

*Incluyendo personal de recepción y secretaría y ayudantes de administración*

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Equipo directivo

*Incluyendo personal de dirección, subdirección, jefatura de estudios y otro personal cuya actividad principal es la gestión del centro*

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Otro personal

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## **Sección 2: Su perfil como Líder Escolar**

### **9. ¿Es usted mujer u hombre?**

- Mujer
- Hombre
- Prefiere no contestar

### **10. ¿Cuál es su edad?**

***Ponga la edad exacta*** \_\_\_\_\_

### **11. ¿Cuál es el nivel más alto de educación formal que ha completado?**

- Diplomatura/Grado/Licenciatura
- Máster
- Doctorado

Alguna otra titulación universitaria o de educación superior (especifique, por favor)

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### **12. ¿Cuántos años de experiencia laboral tiene, independientemente de si trabajó a tiempo completo o parcial? Por favor, seleccione de la lista desplegable el número de años para cada categoría.**

Año(s) trabajando como director/a en total \_\_\_\_\_

Año(s) trabajando como docente en total (incluyendo todos los años de docencia) \_\_\_\_\_

**13. La educación formal inicial o la formación permanente/cursos/talleres a los que ha asistido, ¿incluyeron las siguientes cuestiones? En caso afirmativo, ¿fue antes o después de que asumiera el cargo directivo?**

	Formación recibida		Momento de la formación	
	Sí	No	Antes de asumir el puesto directivo	Después de asumir el puesto directivo
Programa o curso sobre administración escolar o formación de directores				
Formación sobre liderazgo instruccional				
Formación sobre liderazgo culturalmente comprometido				

**14. En los últimos 12 meses, ¿ha participado en alguna de las siguientes actividades de formación permanente dirigidas a directores/as?**

	Sí	No
Cursos/seminarios sobre liderazgo		
Cursos/seminarios sobre liderazgo en relación con la diversidad cultural		
Conferencias o congresos educativos en los que docentes, directores/as o investigadores/as presentan los resultados de sus investigaciones o debaten sobre cuestiones educativas específicamente relacionadas con la diversidad cultural		
Programas formales de cualificación (p. ej. Grado o Máster)		
Actividades de observación entre iguales o auto observación y <i>coaching</i> como parte de un convenio formal		
Participación en una red de directores/as formada específicamente para su desarrollo profesional		
Lectura de literatura profesional		
Otras oportunidades de Formación Permanente: por favor, especifique cuáles en este espacio		

**15. Para cada una de las áreas de la siguiente lista, por favor indique en qué medida necesita formación permanente en estos momentos.**

	No tengo necesidad	Nivel bajo de necesidad	Nivel moderado de necesidad	Nivel alto de necesidad
Últimos avances relacionados con el liderazgo				
Últimos avances relacionados con el liderazgo en centros cultural y lingüísticamente diversos				
Gestión de clases con alumnado multicultural/plurilingüe				
Políticas actuales a nivel nacional/local específicamente relacionadas con la educación multicultural y plurilingüe				
Uso de datos para monitorizar el progreso del alumnado migrante				
Diseño del currículo escolar				
Diseño del currículo escolar para la inclusión del alumnado procedente de contextos migrantes				
Diseño de actividades de formación permanente para/con docentes				
Diseño de actividades de formación permanente para/con docentes para mejorar los procesos de enseñanza y aprendizaje del alumnado procedente de contextos migrantes				
Observación de la instrucción en el aula				
Retroalimentación efectiva				
Promoción de la equidad y diversidad				
Desarrollo de la colaboración entre docentes				
Contratación y retención del personal				

**16. Las siguientes afirmaciones representan posibles barreras para la participación en actividades de formación permanente que estén específicamente diseñadas para mejorar las prácticas directivas culturalmente comprometidas en los centros. Por favor, indique en qué medida está de acuerdo o en desacuerdo con cada una de ellas.**

	Totalmente en desacuerdo	En desacuerdo	De acuerdo	Totalmente de acuerdo
No cumplo con los prerrequisitos necesarios (p. ej. titulación, experiencia, antigüedad)				
La formación permanente es demasiado cara				
No hay apoyo por parte de mi empleador				
La formación permanente entra en conflicto con mi horario laboral				
No dispongo de tiempo debido a responsabilidades familiares				
No existe una oferta relevante de formación permanente				
No hay incentivos a la participación en acciones de formación permanente				
No creo que sea importante para mi centro educativo				

**17. ¿En qué medida está de acuerdo con las siguientes afirmaciones relacionadas con los entornos culturalmente diversos?**

	Totalmente en desacuerdo	En desacuerdo	De acuerdo	Totalmente de acuerdo
Los niños/as inmigrantes deberían tener las mismas oportunidades educativas que el resto de los niños/as del país				
Es importante ser sensible a las diferencias producidas por los contextos culturales del alumnado				
Es importante que el alumnado aprenda que la gente de otras culturas puede tener valores diferentes				
El respeto a otras culturas es algo que niños/as y jóvenes deberían aprender lo más pronto posible				
El hecho de que los centros educativos tomen en consideración las diferencias culturales del alumnado procedente de contextos culturales y étnicos diversos es beneficioso para su éxito académico				
Es crucial para el éxito académico del alumnado procedente de contextos migrantes que los centros educativos ofrezcan cursos en sus lenguas nativas				
Es importante para el éxito académico del alumnado procedente de contextos migrantes que sólo aprendan la lengua de instrucción				
Cuando los centros educativos hacen un mayor énfasis en la cultura mayoritaria de su cuerpo estudiantil se promueve la cohesión escolar				
Para poder alcanzar los objetivos de un centro educativo es necesario que este evalúe continuamente sus estructuras y prácticas para satisfacer las necesidades del alumnado procedente de distintos contextos culturales				
Es mejor para la cohesión escolar cuando el centro educativo promueve la diversidad lingüística				

### Sección 3: Liderazgo en Contextos Diversos

18. ¿En qué medida se implementan en su centro las siguientes políticas y prácticas relacionadas con la diversidad?

	Nada	Poco	Algo	Bastante	Mucho
Apoyo a actividades u organizaciones que animan al alumnado a expresar sus identidades étnicas y culturales diversas (p. ej. grupos artísticos)					
Organización de eventos multiculturales (p. ej. día de la diversidad cultural, festivales y días especiales de todas las culturas)					
Enseñar al alumnado a hacer frente a la discriminación étnica y cultural					
Adopción de prácticas de enseñanza y aprendizaje que integren cuestiones globales a lo largo de todo el currículo					
Visibilización de la interculturalidad en la vida diaria del centro (p. ej. exhibiciones escolares, pronunciación correcta de los nombres de todo el alumnado, etc.)					
Promover entre el alumnado la inclusividad hacia los contextos culturales diferentes					
Políticas explícitas contra la discriminación cultural					
Políticas explícitas para la apreciación y el apoyo de la diversidad cultural					
Apoyo lingüístico adicional para aprender la lengua de instrucción para estudiantes procedentes de contextos migrantes					
Apoyo adicional para otras materias para estudiantes procedentes de contextos migrantes					
Apoyo adicional para el bienestar psicosocial de estudiantes procedente de contextos migrantes					

**19. En su opinión, ¿en qué medida las siguientes afirmaciones reflejan las prácticas desarrolladas en su centro?**

	Nada	Poco	Algo	Bastante	Mucho
En nuestro centro, el alumnado aprende acerca de las historias de grupos diversos étnica y culturalmente que viven en otros países					
En nuestro centro, el alumnado aprende acerca de las culturas (p. ej. creencias, valores, costumbres, arte) e historias de grupos diversos étnica y culturalmente que viven en nuestro país					
En nuestro centro, el alumnado aprende acerca de las diferentes perspectivas étnicas y culturales de los eventos históricos y sociales					
El alumnado aprende cómo la gente de diferentes culturas pueda tener perspectivas distintas sobre las mismas cuestiones					
Nuestro centro ofrece programas de intercambio con escuelas de otros países					
En nuestro centro celebramos festividades de otras culturas					
Ofrecemos al alumnado la oportunidad de comunicarse con gente de otras culturas a través de la web o las redes sociales					

## Sección 4: Retos y apoyos

20. ¿Con qué frecuencia participan las familias del alumnado migrante en las siguientes actividades escolares?

Si alguna de estas actividades no se organiza en su centro, por favor marque la última columna.

	<b>Casi nunca</b> <small>(En alrededor del 10% de las posibilidades que tienen de participar)</small>	<b>Ocasionalmente</b> <small>(En alrededor del 30% de las posibilidades que tienen de participar)</small>	<b>A veces</b> <small>(En alrededor del 50% de las posibilidades que tienen de participar)</small>	<b>Frecuentemente</b> <small>(En alrededor del 70% de las posibilidades que tienen de participar)</small>	<b>Habitualmente</b> <small>(En alrededor del 90% de las posibilidades que tienen de participar)</small>	<b>Siempre</b>	<b>Esta actividad no se organiza en mi centro</b>
Hablar sobre el comportamiento y progreso de su hijo/a a petición del centro							
Trabajo voluntario en actividades físicas, p. ej. mantenimiento del edificio, carpintería, jardinería							
Trabajo voluntario en actividades extracurriculares, p. ej. club de lectura, teatro, deporte, excursiones							
Trabajo voluntario en la biblioteca o sala de ordenadores/recursos multimedia del centro							
Ofrecer charlas sobre sus prácticas culturales o religiosas							
Participar en el Consejo Escolar, AMPA o comités de gestión del centro							

Si desea matizar algunas de sus respuestas, puede hacerlo en el espacio debajo de esta línea.

**21. A continuación se enumeran algunos obstáculos que podrían entorpecer la capacidad de su centro para proporcionar una educación cultural y lingüísticamente diversa. Por favor, indique en qué medida cada uno de ellos refleja la situación de su centro.**

	Nada	Poco	Algo	Bastante	Mucho
Escasez de recursos económicos					
Escasez de docentes con cualificaciones (en general)					
Escasez de docentes con competencias para la educación de estudiantes en entornos multiculturales y plurilingües					
Escasez o inadecuación de espacios educativos (p. ej. aulas)					
Escasez o inadecuación de materiales de biblioteca					
Escasez de personal de apoyo					
Escasez de tiempo para el liderazgo instruccional					
Escasez de tiempo para el liderazgo distribuido					
Escasez de tiempo para dedicar a alumnado procedente de contextos migrantes					
Aparición de información hiriente sobre el alumnado en Internet					

**22. ¿En qué medida reflejan las siguientes afirmaciones la situación en su centro?**

	Nada	Poco	Algo	Bastante	Mucho
La mayoría de las familias y los miembros de la comunidad apoyan los esfuerzos dedicados a la educación multicultural en nuestro centro					
Las familias y los miembros de la comunidad son críticos con el aumento en el número de estudiantes inmigrantes en nuestro centro					

**23. ¿En qué medida conocen los siguientes agentes las prácticas de su centro referidas a la diversidad cultural?**

	Nada	Poco	Algo	Bastante	Mucho
Personal del centro					
Colegas (directores/as de otros centros)					
Consejo Escolar (compuesto por familias, docentes, etc.)					
Familias					
Estudiantes					
Público general (incluyendo medios de comunicación)					
Gobierno (local, regional, nacional)					
Otros, por favor especifique: .....					

**24. Como director/a, ¿cuáles cree que son los beneficios de tener estudiantes procedentes de contextos migrantes en su centro?**

**25. Como director/a, ¿cuáles cree que son los retos de tener estudiantes procedentes de contextos migrantes en su centro?**

**26. En su opinión, ¿qué apoyos son necesarios para asistir al liderazgo escolar con la integración de estudiantes procedentes de contextos migratorios?**

### **Declaración final**

Muchas gracias por tomarse el tiempo para completar esta encuesta. Si está dispuesto/a a participar en la siguiente fase del estudio, por favor incluya su nombre y datos de contacto en el espacio asignado. Cuando haga *click* en “enviar” se le redirigirá a la página web del proyecto.

Nombre: \_\_\_\_\_

email: \_\_\_\_\_

Teléfono: \_\_\_\_\_

Centro educativo: \_\_\_\_\_