

SPANISH CROSS CASE ANALYSIS

Section 1: School Profile Characteristics

The following table shows the school profile characteristics of each case study school that participated in the study.

	School Type	Ethos	Demographics	Student enrolment	Number of teachers	Interviews
School 1	Secondary co-educational School	Secular school and publicly-funded school	Urban	Girls 496 Boys 709	114 teachers	<ul style="list-style-type: none"> • Principal • Teacher with Middle management • Teacher (in charge of Coexistence Plan) • 4 Students with migration background • 1 native Student
School 2	Secondary co-educational School	Secular school and publicly-funded school	Urban	Girls 139 Boys 143	33 teachers	<ul style="list-style-type: none"> • Principal with migration background • Counsellor with teacher function • 2 classroom Teachers (in group with immigrant students) • 4 immigrant Mothers • 1 native Mother • 4 native Students • 4 Students with migration background
School 3	Secondary co-educational School	Secular school and publicly-funded school	Urban	Girls 159 Boys 193	47 teachers	<ul style="list-style-type: none"> • Principal • Teacher with middle management • Counsellor

Section 2: Diversity in school population and Cultural Responsivity

The majority of interviewees reported that the number of students with a migrant background has remained stable in recent years. And some of them think that the increase in the immigrant population depends on the area.

There were some periods when there were more [students with a migrant background], between 2000 and 2010, and now it is stable (Usch1TMM1).

Depending on the area. [...] In the last four years I have not seen any changes (Usch1T2).

In general there is more immigration, but it depends more on the area than on the temporality. Here in [name of city] we have never had too many immigrant students. The number is similar during the 5 years I have been here (Usch3SL1).

There are more. It has depended on the area, for example, on the coast there has been a lot since 2000 (Usch3T2).

Same (Usch2T5, teacher with few years of experience).

Has been maintained (Usch3T4, teacher who started working in 2015).

In the mountain villages, the immigrant population is maintained (Usch3TMM3).

However, there are some teachers and principals who have noticed an increase in the number of immigrant students. On the contrary, there are also some who have noticed a decrease.

Right now there are more of them. It is a phenomenon that we have noticed again since two years ago. Now we are seeing more migratory movement in the town, which I don't know if it is representative of the generality (Usch2SL15).

What has been observed in recent years is a growth and in the last year a stagnation due to the pandemic (Usch1SL3).

Has been maintained or even decreased because the economic situation has deteriorated and therefore many immigrants have returned to their place of origin or have gone to places where the economic situation is more prosperous than in Spain (Usch2T4).

In recent years there have been fewer. When I started working in this town there was a British colony, so there were two or three [immigrant] students per class and now you can only find one or two [students with migrant background] in the whole school. This decline has been noticeable since 2010 with the crisis of 2008 (Usch2TMM8).

Regarding the cultural characteristics that most stand out in students with migrant background, the most frequently mentioned are language, nationality and physical features.

Nationality rather than culture (Usch1TMM1).

It depends on the social context where we are. For example, in some areas, skin colour is more taken into account because we are not used to diversity. Therefore, the most notable would be the physical characteristics (Usch2T4).

It is more the nationality, and in some cases the language that can be a barrier (Usch2SL15).

What stands out most is language (Usch2T5).

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Their physical features are different from ours [...] in the tone of speech or way of speaking you notice differences (Usch3SL1).

According to another school leader, finding a common characteristic is very difficult.

It is not easy to find a common characteristic [...] from performance and integration in school, there are common characteristics and patterns, unfortunately not very positive in general, but there are exceptions (Usch1SL3).

Some of them also mentioned differences in the school performance of immigrant students.

Learning differences, I think. They come with a lower level of achievement (Usch1T2, in her class she only has immigrant students from Latin America).

The physical aspect stands out and their academic level, which is usually lower, although there are exceptions. The majority of immigrant students stand out for being not very hard-working, in my point of view. The language is also noteworthy, when they have not acquired it (Usch3T4).

Despite perceiving differences, one principal said: *Diversity here [in my school] is well accepted by teachers and by the students in general, we don't notice any different treatment (Usch2SL15).*

Attending School

In general, parents and students are satisfied with the school environment, feel valued and students that were interviewed enjoy going to school.

Yes, quite a lot. He gets up in the morning saying he wants to go to school, he doesn't want to miss a day. He is always happy (Usch2P14).

Yes, he enjoys it. He really appreciates being here, sharing with his classmates, with his teachers and with all the people at school (Usch2P13).

Yes, I didn't before, but now I do because I have been confined for a long time. I like it because it's fun, I go with my friends, we talk in class... I learn and socialise with my classmates (Usch2S3).

Yes, I like it. I learn and socialise with teachers and classmates (Usch2Sg2/1).

I have to get up very early but I really like coming here because my class is not bad and I have a lot of my friends here (Usch1Sg4/4).

After analysing the responses of parents and pupils, we found that the most important things for pupils to feel good about going to school are having friends and being motivated.

It depends on the day, sometimes yes. She likes to come to school when she has a friend but they don't have many (Usch2P11).

I don't like to come because I have to get up early. It's 6 hours of complete boredom, but I don't suffer either (Usch1Sg4/3).

Value of mother tongue/ home languages

Students' perception of speaking other languages is positive but most of them report not having received negative comments from their peers and teachers. The majority of students have received no comments at all, with a minority receiving positive comments from both.

Classmates have said to me that it is an advantage that I speak other languages (Usch2S6).

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They [classmates] find it surprising that I can speak more languages. They find it an advantage (Usch2S7).

Sometimes teachers have asked me which languages I speak at home, if I speak only Spanish or if I speak Arabic (Usch2S7).

On the other hand, most of the students interviewed speak Spanish as their mother language and for those who do not speak Spanish as their mother language, they have already acquired it. Most of the students with a migration background who were interviewed were from Latin America.

Everyone has sometimes been impressed by the words I use which are not common here but never negative comments (Usch2S3).

According to the students' responses, no teacher has told them to use the official language. However, the majority of students responded that there are no opportunities for other languages to be spoken in class. Except in English and French subjects.

If there is an English class, English is spoken and if there is a French class, French is spoken, but not the other languages that are not a subject (Usch1Sg4/2).

There is a classmate of ours who is a foreigner and only speaks French [...] I think he learns new things in the subject of French (Usch2S1).

I have sometimes used Arabic to communicate with two classmates who don't speak any Spanish (Usch1Sg4/3).

Teachers' interest in students' mother tongue and culture

Sometimes teachers are interested in migrant students' cultural affiliations and encourage them to talk about their religion, country or showcase their talents.

My resource class teacher, he told me to show him a presentation, to do a presentation and show him about my culture and all (Dsch3S4).

most of my teachers yes actually very interested. I had a teacher once asked me to make a presentation for him, it was more than that, he firstly asked about culture and then he wanted me to explain a little bit as well. So the most of them are quite interested (Dsch4S2).

At the school concert, as a part of the talent show, I did my dance Bhangra, a Punjabi cultural dance, and everyone was like clapping for me, I think it was the only performance everyone liked last year and this year (Dsch3S4).

During religion lesson in Junior Cert. we used to discuss different cultures and religions and I could talk about Croatian (Dsch3S1)

For geography where we're studying, like, different types of weathers, climates or something like that and I just kind of had. I could talk about it knowing what exactly it was like. Or, like for religion (Dsch1S2).

My teacher, she said to me, it's great that you know your home language as well as English because the more languages you know, the easier it is to pick you up [a new language] (Dsch2S4).

when we were filling out our CVs, that was one thing that my guidance counsellor said. She said it's a, it's an advantage to know more than one language, we had our principal said a couple times as well, encourages people to learn more languages (Dsch4S2).

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I think the teachers do as best as they can and they do a better job than the students. Honestly, I think, for example, when I joined all the teachers were very friendly with me and they're interested about my background and the students weren't as friendly (Dsch2S4).

Spanish teacher is obviously very interested in different cultures. So I mean that's the only class I've really been asked about it but in other language or other subjects, not really no. (Dsch2S2).

Celebration of diverse cultures

No school participating in the Spanish case study carries out specific activities to make cultural diversity visible. Some of them integrate activities related to the knowledge of other cultures in other events or workshops. But all school principals and most teachers think that these activities would be very beneficial.

We don't do activities related to the visibility of cultural diversity or is there a specific plan from the administration with established guidelines [for activities related to cultural diversity]. It would be interesting to work on it in an interdisciplinary way (Usch2SL15).

We don't do these activities but it wouldn't be a bad idea and perhaps we could raise awareness in the educational community in general. It is something that is not given enough importance (Usch2T4).

All those things are in mind but this year it is impossible because of the pandemic. We haven't done any cross-cultural food stuffs because we can't. We want to do a whole plan of activities that help to make diversity more visible and aware. We want to do a whole plan of activities that help to make diversity visible and raise awareness (Usch1SL3).

There are programmes in which we collaborate with other institutions to, for example, work on the whole issue of multiculturalism. In the fourth year of secondary education we started this week with the association Salamanca Acoge on the whole issue of migration, these are activities for students, not for families (Usch1TMM1).

What we have done are things related to the gastronomy of other countries. Also related to the Day of Andalusia, we also wanted to find out how the Day of is celebrated in other countries with the help of immigrant students or their parents. But we have not dealt with the subject in depth, we do it more occasionally in complementary or extracurricular activities and we deal with the subject of multiculturalism. We have few students of foreign origin but our students need to learn about other cultures, customs and traditions in order to know that the rest of the world exists (Usch2TMM8).

In Andalusian schools, the days that are celebrated are those stipulated by the Regional Ministry of Education. Nothing is celebrated in relation to this (making cultural diversity visible). It is true that the administration has programmes related to cultural diversity, we receive information about it but we only celebrate the days that are established. We have a day when we have a gastronomic competition and we encourage pupils to present dishes that are culturally appropriate and significant of their place of origin. We have a Moroccan student who we find it more interesting to make a Moroccan dish than a paella. We don't want to inhibit the culture of the immigrant students we have here (Usch3SL1).

Parents are not usually involved in these kinds of activities. Although this depends on the school and the type of activity.

Parents are also involved, for example, here on Andalusia day we have typical Andalusian food, but our foreign students bring food from their country and their parents make it. For example, our Arab students bring couscous and Arab sweets. Here the parents are very involved (Usch3TMM3).

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I think we haven't done it with the parents. But with the students we do have a lot of workshops with local associations and we deal with topics such as solidarity, equality, gender violence, social networks... related to diversity and immigration as well. We don't do it with the parents because it's difficult for them to get involved with the school timetable (Usch1T2).

Influence of the dominant Spanish culture

Most of migrant students feel attached to Spanish culture, in some cases because it is very similar to their native culture or because they have lived in Spain for a long time.

I do not belong to that culture [Muslim]. I have no connection with the culture where my father comes from (Usch1Sg3/2).

I feel more attached to my culture, to Argentina. Although here too, I feel very comfortable, but more because I've been here all my life (Usch2S1).

I feel closer to Spain because I've been here for many years and I've noticed that I'm starting to speak like my friends here. And my mother, who is also from Colombia, doesn't because she has lived there for more years, I've been here since I was 9 (Usch2S3).

To French [culture] because I was born there (Usch2Sg2/2).

The thing is that we are trying to give the knowledge of what we know as a Muslim, but the culture here is, as we know that it's not a Muslim country. So they have their own values... that is a challenge for us, and the Muslim parents ... as a Muslim parent, we have to teach them what are our values, and sometimes it becomes difficult for especially for girls (Dsh4P3).

However, teachers at school they encourage students, if they want to continue a practice that is their religious value, they encourage them (Dsch4P1).

Discrimination

Hardly any students said they felt discriminated against by their peers or teachers.

Despite the fact that I am a newcomer this year, I am treated quite well (Usch2S7).

Only one newly arrived immigrant student said that she had received negative comments from some of her classmates for not speaking Spanish properly (Usch2Sg2/2).

Another immigrant student said that he was required to use the official language during primary education and that he received negative comments for it during that stage, but he also has received positive comments from teachers for his proficiency in different languages (Usch1Sg4/3).

The same was expressed by the immigrant parents interviewed, who were grateful for the warm welcome of their children.

I don't see a rejection [by his classmates]. It has been an emotion because I made a surprise birthday party for my son a few months after he arrived here, I called some friends and all his classmates came to my house to celebrate the birthday. I am very grateful. He is Spanish, he was born here, but his parents are Moroccan and someone may reject him because of that, but it didn't happen [...]. I feel proud, in fact I don't know this town because I have never lived here before, but I feel satisfied with the school because my son has integrated. I haven't had any problems and I feel like a member of the family because everyone has supported me. I am grateful (Usch2P14).

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Here, in this school, the experience has been very good. the integration, the professionalism of the teachers, the accompaniment during the pandemic... this school has been a great help [...]. Even though we come from another country, and at the beginning we thought that integration would be much more difficult, but it has not been like that. I feel that my daughter is treated like one of the others (Usch2P13).

My daughter was having problems relating at school and I had a meeting with her teacher and the principal. I felt that the teacher wanted to help and he has realised that my children just need time to integrate. The principal speaks French and that made the meeting easier (Usch2P11).

Some teachers described difficult situations due to the presence of immigrant students in the school, although they acknowledge that these are exceptional cases.

There is a teacher here who does not accept a girl wearing a veil (Usch3T2).

In this school immigration is not a source of conflict. The school where I was working last year there was a confrontation that came to blows (Usch3T4).

Sometimes I find xenophobia among Latinos and Spanish people. I notice this rejection of foreigners and they group together. These are typical arguments between them, nothing serious (Usch1T2).

Most schools have protocols in place to be followed in the event of bullying.

Whenever there is a case of bullying, even a minor one, the protocol is opened quickly. This means that someone who is being bullied knows that they can talk about it and that they will be attended to, which is very important (Usch3T2).

Section 3: Curriculum, teaching and cultural diversity

All school leaders and teachers interviewed agreed that the curriculum does not take into account the diversity of students with a migrant background. Moreover, all of them think that it should be modified to be more adapted to this aspect.

No, I think the curriculum is based on the assumption that we are all equal and requires the same from everyone (Usch1T2).

The curriculum does not explicitly take cultural diversity into account. We at the school try, especially in secondary education, to strengthen the deficiencies with compensatory education support and double teaching. So that these differences, if they can turn into learning problems, are alleviated. These measures from the school, but for example the history books are made from an ethnocentric point of view. The teacher must take this into account because we do not have a culturally committed curriculum (Usch1SL3).

There is no element within the curriculum that takes it [cultural diversity] into account. They [the students] are the ones who adapt to the curriculum. It [the curriculum] should improve a lot and deal with these issues in a comprehensive way, helping to train immigrant students as nationals, because it does not take them [immigrant students] into account (Usch1TMM1).

We usually receive an academic report and know how the student is doing in their home country. But we don't have specialised attention and Spanish teachers are a very limited resource. The curriculum does not provide for this. We make adaptations in the programmes of the subjects (Usch2SL15).

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The curriculum does not take into account cultural diversity and has not been adapted recently in this aspect. The curriculum needs reform and common sense. Students cannot be included in a course only because of their age, their experiences and previous learning must be taken into account (Usch2T4).

The curriculum is not really explicit that previous learning styles or other experiences can be assessed. It is quite rigid (Usch2T5).

There is legislation to comply with and then, within the autonomy of the centre, we try to make a specific adaptation to our context. In our school, we do take into account certain guidelines to carry out with diverse students, in general. Our intention is for them to become part of the school, we try to integrate them as soon as possible and to make it as easy as possible for them (Usch2TMM8).

The curriculum does not, but the school does [it takes into account the previous experiences of immigrant students]. Generally, all teachers are in favour of adapting the curriculum (Usch3TMM3).

We [teachers] try to adapt, not to their culture, but to their level of performance and help them. We have students with learning difficulties and we don't care if they are foreigners or Spanish, we adapt our methodology to make it easier for them. We do not base the adaptation on their cultural diversity, but on their needs as students and as people (Usch1T2).

Some think that the curriculum should be common to all because at the end of education they will receive the same certificate as everyone else.

I understand that the curriculum we have is what it is. When a pupil finishes secondary education, he or she has to have achieved certain objectives and competences in order to receive the certificate. If they don't achieve them, they can't get the diploma, whether they come from Spain, Holland, Morocco or wherever (Usch3SL1).

In the words of a principal, *sometimes you find that there is absenteeism, then you find that you have prepared a whole plan to include that student and absenteeism occurs (Usch1SL3).*

The majority of school leaders and teachers advocate the need to include improvements in the curriculum related to the acquisition of the language of instruction for students from foreign countries.

A student cannot be placed in the school year that corresponds to his or her age without taking into account his or her linguistic circumstances. What should be done is to set up a linguistic adaptation classroom so that they can spend one month or a year, if necessary, learning the language (Usch2T5).

It is necessary to include resources [in the curriculum] in specialised teachers who can take students out of the classroom, for example from the Spanish language class, who will not be able to understand that subject until they master Spanish (Usch2SL15).

The first step, when students arrive at school with no knowledge of the language, is to try to ensure that they spend as much time as possible learning the language (Usch1SL3).

The most important barrier is language. Syrian students who don't speak Spanish have just joined [this school] and, at the beginning of the school year, two Pakistani students came. They follow the class without the knowledge of the language, which is absurd. They have no additional support in the classroom, which is what they need (Usch1TMM1).

Some teachers mentioned that the curriculum should not only include the perspective of cultural diversity, it should improve in other aspects as well. But other teachers think that it is not necessary or that there is not enough room for adaptation in the curriculum of their subject.

It [the curriculum] should be improved in all senses. It should focus knowledge on the reality of the environment, on the acquisition of life skills, connect reality to what is being studied (Usch3T2).

Simply by reducing the amount of content in the curriculum, you can have more leeway to focus on one or the other [...]. If instead of one week you have a month to teach these contents, you can approach them in a more flexible way, listen to the student, make him/her more involved in the learning process and not be so worried about finishing the subject that day (Usch2T5).

I don't think there is much room for adaptation in my subject [contemporary world history]. In my case, my students speak perfect Spanish so they don't need to adapt. The curriculum as such has not had to be modified (Usch3T4).

Learning support and Assessments

Regarding the need to provide additional support to students with a migrant background in school,

This is essential. Especially because language problems can be accompanied by problems of socialisation and communication with teachers. They may think "if they hear me talking funny and laugh at me" (Usch2TMM8).

I think that, above all, with a view to their integration, they should be totally immersed in the language for the first 3 months and, from then on, they should be able to see some of the curriculum (Usch1TMM1).

The essential thing is to learn the Spanish language and gain in oral expression, in comprehension. If this is not done from the beginning, it is a backwardness, not only an academic backwardness, but also a social backwardness for the student because little by little he or she becomes isolated, unable to integrate (Usch2T4).

If the student is not a Spanish speaker, the first thing is that he/she should have support, a Spanish language teacher until he/she reaches a minimum level. For me it is a priority, he can leave maths, physics or geography because he is not understanding anything. A teacher specialised in teaching Spanish to foreigners from the first minute is a priority (Usch2T5).

Many of the teachers and principals consider linguistic support to be essential, although personal support and financial support are also mentioned.

Adapted teaching material for them. There are some publishers who have it, but it is very scarce and usually is in English (Usch2SL15).

We have support from the guidance counsellor, from support teachers for students who have difficulties [...]. The support is allocated on the basis of their performance, not because they are foreigners (Usch1T2).

Any kind of help is good. Financial support is more important than it may seem. Often there is no lack of interest on the part of the students or the teachers, but there is a lack of financial resources because the rest of the support can be provided by the school and the teachers, but financial resources are basic (Usch3TMM3).

Regarding assessment, Usch1TMM1 comments that students who do not speak the language fail. In this sense,

When we had a large number of students [2007-2008], the primary school and the secondary school of this town presented a project to be granted a Spanish teacher for foreigners for both schools [...]. The teacher came for 4 or 5 years and then the number of students decreased so much that we had to leave this teacher (Usch2TMM8).

Among some immigrants there is a very important difference between those who are Spanish speakers and those who are not. Even if they don't have the same culture, if they have the same language,

communication is direct from the first moment and they can show what they know. Students who don't speak Spanish can't show you anything or can show you very little because there is no vehicle. There can be communication through translators or other means (Usch2T5).

Another opinion on the assessment of students with a migrant background,

If we really want immigrant students to obtain qualifications and achieve positive results, measures should be taken. It is up to the experts to assess whether it is more important that all students achieve the same goals or whether it is more important that those who have more difficulties have the opportunity to receive the certificate even if they do not achieve the same goals that a local [Spanish] student can achieve (Usch3SL1).

The majority of parents surveyed are not aware of the assessment measures in place at the school their child attends but, we only have the views of one school where we interviewed parents.

No, right now I don't know how it [assessment] is being done (Usch2P9).

No, I don't know but they should not take them [special measures to assess immigrant students] (Usch2P11).

I don't know because my child has not needed any assessment adaptations (Usch2P10).

I know that they have to do an evaluation, that they are explained the tests they have to do to measure knowledge and everything that is normally done during the school period. They inform us about any modifications they make to it (Usch2P13).

Section 4: Parents' inclusion in school

Parents' Association

All school leaders and teachers agree on the importance of involving families in the school life of the school but we found testimonies that tell us that the participation of immigrant families is often lower than others.

It is essential to involve families, whether they are of foreign or Spanish origin. For me, they have to be involved in school life and in the school's governing organisations, the school council. The more we talk, the more we get to know each other and the more we achieve (Usch2SL15).

Evidently yes, all families, and if we talk about the immigrant collective, even more so. But this group tends to be much more reluctant to do this. Some because of the language barrier, others because of the cultural barrier, others because the father works and the woman cannot go to school alone, the gender barrier. The percentage of migrant families who actively participate in the school is minimal (Usch1SL3).

The involvement of families in the education of any child is fundamental, whether they are immigrants or not. Students in secondary education are at an age of many changes and many of them do not see the importance of the education they receive during this period. If the family does not emphasise this education, the children will not make an effort in this area. An involved family is a student who is likely to have a much more positive future academically (Usch3SL1).

Yes, absolutely. What is done here [at school] has to have repercussions at home. There has to be a union between all the teachers, all the students and all the parents (Usch2TMM3).

Parents are a fundamental part of education. If there is no union between parents and teachers, we are going to achieve nothing. We [teachers] instruct but we also educate and they [families] educate, so we have to be united in order to work in the same direction (Usch1T2).

They already exist [measures to involve parents in school life], such as parents' delegates, the parents' association [AMPA, in Spain]. It is necessary to connect with reality, so that families can see the activities that the school does. In general, families are very happy with the academic results of this school (Usch3T2).

Several of the parents interviewed (immigrant and native) are members of the parents' association of the school 2.

I am a member of the AMPA of this school [...]. When Andalusia Day is celebrated, I come every year. When my daughter was there and now that my son is at school, too. I always come to help with the activities organised by the parents' association. (Usch2P10)

Yes, I am a member of the AMPA of this school (Usch2P14).

Yes, I am a member of AMPA (Usch2P13).

Opportunities to participate

All the teachers and principals interviewed were from secondary schools. At this stage, parents are not as involved as at earlier stages, when their children are younger. It is true that, due to the pandemic, parents' attendance at school has been limited.

Families should be much more integrated in the school but space and time available is short. Especially because of the work schedule that takes up a lot of families' time. Especially if they are immigrant families, they have more restricted schedules, and when they come it is for a meeting with their children. Preparing activities for them is difficult to fit in. When we organise meetings we try to put them on after seven o'clock so that they can come, once their working day is over (Usch1TMM1).

We try to involve families through tutoring, the work of the tutors is fundamental. When there are workshops for families we promote them so that families come to participate. And through the school's social networks [...] this year and last year we have gone backwards with the involvement of families in the school due to health conditions (Usch2SL15).

Yes, I have had meetings but with the COVID situation not so much (Usch2P11).

I was working and didn't have the possibility to attend [to activities organised by the school for parents] (Usch2P9).

It has not been possible to organise them, I have not been invited. In fact, we arrived in August with a rather dramatic situation and it was not possible (Usch2P14).

Whenever the parents' association is asked to collaborate, they come (Usch3T2).

We have activities that involve the families directly, like when we celebrate the graduation ceremony of the students, when we prepare the end-of-studies trip, when we celebrate Andalusia Day... (Usch3SL1).

In general, there are often no specific events to make diversity visible in schools. Moreover, when activities related to cultural diversity are carried out, families are not involved.

All these activities [to make cultural diversity visible] are in our minds but this year it is impossible because of the pandemic. If I had more experience as a director I could tell you about other years, but I don't have it. Even so, we have done activities with students and parents but never mixed because that can be a source of COVID contagion (Usch1SL3).

There are programmes in which we work with other associations on multiculturalism with the students. This week we are looking at migration with the association Salamanca Acoge, but these activities are more aimed at students than families (Usch1TMM1).

No [there are activities to make cultural diversity visible] but it would be a good idea to start there. Maybe we could raise awareness in the educational community in general. It is something that is not given the importance it deserves (Usch2T4).

Some principals point out that there are no days set by the government to celebrate cultural diversity.

There is no specific plan from the Junta de Andalucía that allows us to do these activities (to make cultural diversity visible), but there is a plan for gender equality. For example, we have subjects such as education for citizenship and ethical values which deal with this type of content, but parents cannot be directly involved here. It would be more interesting to work on this subject in an interdisciplinary way and that would be productive (Usch2SL15).

In Andalusian schools, the days that are celebrated are established by the Junta de Andalucía. Nothing is celebrated in relation to this [making cultural diversity visible]. On the other hand, we have a day when we have a gastronomic competition. We encourage the students to present a dish that is culturally appropriate and meaningful to where they come from. If we have a Moroccan student, we think it is interesting for them to present a Moroccan dish and we encourage them to do so. We don't want to inhibit the culture of the children here because it enriches us all (Usch3SL1).

Other teachers at this school also mentioned this activity as a cultural activity:

Not this year, but we have a gastronomic competition every year [which gives visibility to cultural diversity] (Usch3T2).

Parents are involved, for example, on Andalusia Day we have typical Andalusian food, but the students who are foreigners bring food from their own countries, which their parents make. And the parents get involved (Usch3TMM3).

Support for homework

Some families say they don't need help with their children's homework because their children don't need it, and others do. This support seems to be more related to achievement level than to immigrant or non-immigrant status.

My son had difficulties with maths and I assigned him a private tutor [outside school]. So yes, I would like him to get support to do his homework (Usch2P14).

Sometimes, if they would give me a hand it would be better because they (the students) already learn things that we (the parents) don't understand. When he needs it, I look for information and videos that can help him (Usch2P10).

No, it is not necessary. She has a very high grade point average and is a very intelligent child. Now the most important thing is the handling of technology and when she started to need it she was not prepared. I know how to use it very well and I taught her everything she needed to do her homework (Usch2P13).

Last year I did (I helped them with their homework) but this year they speak Spanish better than I do. So I can't now. I would like support for this. They would need help with rules, there are a lot of rules for doing things in school but they are rules that are not written, they are rules related to the culture (Usch2P11).

I am happy with what we have. There can always be improvements, but right now what we have is fine (Usch2P10).

Information shared with Parents

The pandemic situation has not prevented families from being well informed about their children. However, it has changed the way they report. Emails and phone calls are now used more than face-to-face meetings.

Families are involved in many ways. At the beginning of the school year they are invited to get to know the school facilities and the environment in which their children will be for several years. Families are contacted on a weekly basis by phone or through the application that exists here in Andalusia. They [families] can write to us as immediate messages, so the family can have as much contact as they want. There are mechanisms to have contact and they can also come whenever they want, although now with the pandemic they have to make an appointment beforehand (Usch3SL1).

We communicate directly with the family. This year, my first year as principal, we have to do it telematically, we send them emails all the time, we invite them to come.... Then when you have the opportunity to talk to them you always make yourself available to them. The sad thing in these cases is that the family usually appears here when problems arise and that's when you have to show them the support of the academic community and it's very important to show them support (Usch1SL3).

They are informed about everything, meetings are held with them... (Usch3TMM3).

As a tutor, I communicate with parents. We have a recommendation or obligation to talk to parents at least once a trimester. It is a measure of this school. We are more lax with students who are doing well academically but with students who have more difficulties we contact them more (Usch3T4).

And families were generally satisfied with the amount of information they received from the school

Regarding the pandemic situation we are living through, the school has followed the rules they have been told. Both the group of teachers and the principal have been concerned that our children are well. They give us information, support and tell us how to act, so I am satisfied (Usch2P13).

Yes, through the application of the Junta de Andalucía. We receive messages from the teachers, they let us know if we have a meeting or if our children are absent. We are very well informed, if my child misses an hour early I am notified (Usch2P10).

We use the app, besides the email from the tutors is also great. Also my son's tutor is very nice. They sometimes use phone calls, too (Usch2P14).

Section 5: Skills and Competencies for School Leaders and Teachers for multicultural schools

The school leaders identify, below, some of the skills and competencies needed to manage a diverse student population.

I think, from my experience, it's a double involvement. When you are a foreigner you have to get involved in the country you arrive in, culturally and in every way. And when you are a recipient you have to care. So, I would say that it is not very different from what we have to do with every child and every family. Although the cultural leap exists, but the school has to be a facilitator of integration. We must always have a predisposition to be open to help. That is to say, that these competencies are applied to all students and all families regardless of their origin, language... (Usch2SL15).

If we are in a school with a high presence of cultural diversity, it is not only the school principal who would need it. I think you need social skills to relate to people who don't share the same culture because you might not be able to understand behaviours or attitudes of those people because they are not in your daily life. Culture shock can be important. We would need training in skills to empathise with people who don't have the same way of life as you (Usch3SL1).

First, a managerial competence with leadership that is distributed and permeable. Secondly, an awareness of the importance of working on inclusion and the emotional education of students (Usch1SL3).

Most of the teachers interviewed do not feel prepared to face the challenges that cultural diversity may bring to their classrooms. This view is shared by both experienced and inexperienced teachers.

I don't feel sufficiently prepared, either in terms of knowledge of their culture, language or how to adapt what we teach. I would need more training to approach it in a practical and not intuitive way, to give it more quality, as it is often a trial and error (Usch1TMM1).

I am not as prepared as I would like to be (Usch2T5).

No, I need more training (Usch3T2).

I feel prepared to a certain extent. There are situations for which you are prepared and others for which you are not, but that can happen with any student. What is clear is that you have to start from tolerance and respect for all cultures and make all students see that this must be the case (Usch1T2).

Except for one teacher with a lot of experience in schools with a high presence of immigrant students.

I don't think I need it (training related to cultural diversity), it's also true that I have a lot of experience. I come from a school where there have been many difficulties of this kind and that teaches me a lot. I think I understand cultural diversity and different ethnicities very well. Also, we talk a lot among teachers and that enriches us (Usch3TMM3).

Few teachers stated that their school leaders encourage them to do training courses related to cultural diversity but, on the other hand, school leaders reported that they do not have information on the training of their teachers. In addition, teachers and school leaders have noticed that the offer of training courses related to cultural diversity has been reduced in recent years. Training is now more focused on the use of new technologies, a consequence of the situation caused in schools by COVID.

Yes, he [principal] encourages us to participate and to train on it (dealing with cultural diversity). In relation to Salamanca Acoge we have had two online training talks about how the service learning experience is going to be developed (usch1TMM1).

I don't receive any information about that [teacher training]. The training courses that my colleagues do is a personal matter. Because of the data protection law, we have access to practically nothing. We encourage teachers to be trained in general, in all the areas that they consider to be a priority. This issue [cultural diversity] is important but it is true that when a teacher arrives here and there are no immigrant students in most of the classrooms, this need is diluted. If we were in a school with a greater presence of immigrant students, then it would be a priority. At the end of the school year, the directors receive a report on the training received by the teaching staff, but with anonymous data (Usch2SL1).

Here we propose all courses to all teachers and then each teacher chooses the one he or she thinks is most suitable (Usch3TMM3).

She [principal] has not proposed it to me but this year and the previous one we did more training focused on virtual teaching, applications, etc. We have seen the urgency of adapting to this situation (Usch2T5).

Not at the moment, but not because we don't want to, but because there is not much training available. The teachers' centres offer training courses every year and each year there are a series of main themes. The issue of cultural diversity was on the rise a few years ago, but now it has been put on the back burner. In our profession, even if you have a vocation, you must always keep researching, informing yourself, looking for new ways of training. Every year you have to update yourself, both in the field of cultural diversity and in other subjects (Usch2TMM8).

There is a lot of [training] on children with different abilities such as autistic students or other disorders. Lately, I haven't seen any training focused on cultural diversity [...] I don't propose it directly [training courses] because this comes from a process of self-evaluation of the school. Depending on the needs that are detected, the training is oriented, which is usually personal, unless a majority of teachers in the school agree to receive group training. We can advise, but we cannot force (Usch2SL15).

Maybe I'm wrong because I've only been a director for a year but I haven't seen much training on this topic [cultural diversity] (Usch1SL3).

Section 6: The role of community leaders in dealing with cultural differences

All the interviewed managers agree that they do not know the local community leader. The main reason may be because they do not have a large immigrant population.

We do not know if there are cultural leaders in this county. If they exist we have no knowledge. If there really were leaders for these people, their opinion would be important (Usch3SL1).

I have worked in other schools where there was a community, the mosque had an important weight or the temple of worship. For example the gypsies with their patriarch. But here (in this school), fortunately or unfortunately, there are none (Usch1SL3).

There isn't, and if there is, I don't know it. There are no places of religious worship and I don't know the immigrant population centres either. Before, when I had leadership training courses there were some British [immigrant population centres], but right now I don't know of any (Usch2SL15).

Section 7: Effects of having culturally diverse student population

In all case-study schools, the entire school community spoke positively about diversity and considered it a learning opportunity. Above all, they mention that it helps students to open their minds and prepare them for the diverse society in which they live.

The richness of living in a diverse and varied world. Obviously, many people associate immigration with certain phenomena and therefore see it as something negative. But I'm not here to judge, I'm here

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to run a school where we have to give opportunities to the students we have. Considering that we live in a diverse world, to respond to diversity is to prepare our students for the world they are going to find (Usch1SL3).

The benefits I see are the learning, what they can teach us and tell us. Often there are times in class when they tell me personal things, about their country, because that is cultural learning for their classmates and for me as a teacher (Usch1T2).

They should be an example of effort, self-improvement, self-esteem, because they come with unfavourable conditions and in the end they end up succeeding and becoming outstanding students. They could also be a link between different ways of life, cultural customs... (Usch2T4).

Miscegenation produces more beautiful, more talented, more enriching results... even genetic exchange produces superior beings (Usch3T2).

I have always been taught that diversity enriches. From that point of view, having different cultures in the school, people who see life in a different way, who have attitudes, behaviours and traditions that are the opposite of ours, that has to make us improve in every way. If that diversity is in the school, it should always be seen as something positive (Usch3SL1).

Enrichment, a lot of enrichment from both sides. Seeing that different is not a bad thing (Usch3TMM3).

[The benefit is] that the students get to know something beyond their immediate environment. Many times people are labelled, labels are given without knowing the people (Usch3T4).

Most students interviewed, migrant and non-migrant, feel good about their school. Local students were willing to help their peers with a migrant background.

We accept everyone (Usch2Sg12/1).

We've had several (students with migrant background) and we've done really well with everyone (Usch2Sg12/2).

At least in my class, from the first days, we have always been there saying "what can we help you with?" like a team (Usch2Sg12/4).

I think everyone behaves well with everyone, including the teachers who also treat all the students equally, there is no discrimination (Usch3Sg4/2).

In the past we might have had some problems but not now. Last year I had problems with classmates but not this year and not in this class (Usch3Sg4/3).

A Deputy principal told us that an immigrant student is helping them to communicate with some newly arrived students who cannot speak Spanish.

A Moroccan boy is acting as an interpreter, although the language is different. He understands them but it is difficult to communicate with them. Even so, he is acting as a bridge between us [Syrian students and teachers] (Usch3TMM1).

Some teachers also highlighted some characteristics that they value in students with a migrant background.

The Latin students are very good, better than us [Spanish] because they have a lexicon and they speak and express themselves... they have a more sophisticated language (Usch1T2).

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I have taught many recently arrived South American students and I am impressed by two things. The first is that they are very polite. They are more polite than the average Spanish student. They come asking for things please, speaking in a very respectful way and then they come with a high academic level compared to the local students (Usch2T4).

The school principals and teachers mention many challenges of having an immigrant population in their school. Some of the comments relate to how to teach these students, how to make them and their families understand the importance of education and how to foster respect among the educational community.

The fundamental challenge is to try to get them and their families to value education as an opportunity for social advancement and to use it. The saddest thing is to find students in a situation of absolute helplessness, where you provide all the resources and either they or their families or both are unwilling or uninterested in taking advantage of these opportunities, no matter how hard we try. It is the challenge to put an end to the stereotype of immigrant is conflictive, conflictive is delinquent... (Usch1SL3).

The challenge is to understand them, to see how they confront each other. Confrontation does not have to be negative (Usch3TMM3).

The main challenge, once they have mastered the language [immigrant students], is to encourage them to perform at the same level as other students (Usch3T4).

The challenge is to facilitate their integration, not their assimilation, and for them to be able to develop an academic and professional itinerary like the others. In other words, for them to have equal opportunities (Usch1TMM1).

The way of explaining, as some things are different, they don't understand it well. You have to explain in different ways so that they understand better (Usch1T2).

The challenge is to be in the current state of the art. It benefits me because I have to update myself, to increase my training (Usch3T2).

This principal comments that sometimes challenges appear because migrants do not want to relate to the host community in the new country. Therefore, making them feel at home is difficult.

[The challenge is] that people get on well with each other, respect each other and that we can form an exemplary educational community. And I'm talking about both locals and newcomers. Difficulties do not only arise because of the people who are from here, sometimes we encounter difficulties from immigrants who do not want to integrate. That is to say, we find both things, we find people from here [natives] who are fine with it and others who are not, and on the other side, the same thing happens. Sometimes these students come from their countries against their will and they find themselves in a school where they don't want to be because they have been separated from their friends, from their family... and it is a challenge to make them feel at ease and to make them feel at home (Usch3SL1).

Section 8: Suggestions for improved cultural responsiveness in schools

Most teachers and school principals believe that students with a migrant background will not be able to succeed if they do not know the language of instruction. Therefore, they advocate reinforcement of language learning as a solution.

Those who come and know the language or learn it quickly, their performance is good or very good. There are many possibilities to support them, but there is a lack of political will and common sense. We don't need an excessive amount of resources, but resources with common sense. In other words, just because a student spends a year in the classroom learning the language does not mean that he or she will fall behind, but rather the opposite (Usch2T4).

The learning methodology and the system does not recognise this (student diversity). On the contrary, you find students from Morocco who failed almost everything but were very good at mathematics. In this subject the linguistic component was not necessary, they saw it on the blackboard and they also had a good mathematics background in their country (Usch1SL3).

In general the performance is low average, although there are exceptional cases. For this they have support, they go out of class for a few hours to work on Spanish and maths (usch1T2).

On the other hand, others think that their family and economic background is more influential than their immigrant status.

You have to look at it on a case by case basis. Imagine a boy who comes without knowing the language will have more difficulties than a boy who was born here. We all give him resources, but then it depends on the circumstances. There is a student who still doesn't know the language well but she is already doing an internship in a company and has got marks of 8, 9 and 10 and is already thinking about what she is going to study next year. Performance does not depend on whether they are immigrants, it depends on their motivation, their family environment.... (Usch3T2).

We found two main profiles of students. Some who come to fight for opportunities and others who, like Spanish students, when they have similar backgrounds, perform similarly. The trajectory is the same, but it is true that in the migrant group the percentage of people in this situation (low socio-economic and cultural level) is higher than in native families (Usch1SL3).

In the case of Arabs, if they are boys, fine. if they are girls, we have to put a lot of effort into getting them ahead. i.e. they have less chance of success because at home they are less important than their siblings and are less supported to stay in school. Achievement depends on the student and above all on family support (Usch3TMM3).

[To achieve success at school] first maturity on their part, then support at home from their parents and relationships with their classmates (Usch3T4).

Their performance is generally lower than that of local students. Although there may be exceptions. This is often a consequence of the family environment (Usch1TMM1).

This teacher even thinks that their level of integration may determine their school development.

This year there are quite a few [opportunities for success for immigrant students]. Specifically, the student I have in the third year was born here and his parents are British. Another student of mine will find it more difficult, not because of a lack of ability, but because she has a problem with the language, she does not express herself well, she is not well integrated yet, it is difficult for her to relate to others and this is going to influence her (Usch2T4).

This Deputy principal's view is pessimistic about what the school can do to promote the students' school development.

There are few possibilities [to support the students], the best is the personal good of the people who dedicate themselves to teaching. How do we integrate individuals who find it difficult to integrate and sometimes society does not give us material resources? From the school there are all the personal resources (Usch3TMM3).

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Other educators agree that they do not receive sufficient resources from the government to support immigrant students in their academic careers.

I have prepared and translated exams in other subjects for students who only speak French. We can only do with English and French, but so far we have not had students with another language. This is a job of the teachers' own free will (Usch2SL15).

From the institution, very little [support for students with a migrant background]. We have no planned or structured support with a clear methodology. We lack training, practice and real support from the institution. We have to integrate, yes, but how do we do it? what means do you give me? (Usch1TMM1).

A teacher wanted to emphasise one of the causes that are provoking rejection of the immigrant population among young people:

There are now racist behaviours because there is a political sector that is sending populist messages that are getting through to young people and can create rejection among those who are different. That's why I think we are going backwards. The message they are sending out is "they [immigrants] are going to take my job, my food and even my girlfriend". We need to raise awareness and unlearn these messages, not only for students, but also for teachers (Usch3T2).

Ends