

Appendix 1

Analytical Progression from Focus Group Excerpts to Conceptual Nodes and Analytical Categories

Purpose. This appendix documents the complete analytical progression underlying the thematic analysis. It shows how extended verbatim excerpts from focus groups were coded through open coding (65 initial codes), grouped into 12 conceptual nodes (axial coding), and consolidated into four analytical categories. The structure corresponds directly to Figure 1.

Table A1

Extended Excerpts, Coding Progression, and Analytical Categories

Analytical category	Conceptual node (axial coding)	Representative verbatim excerpt (extended)	Examples of initial codes (open coding)
Conceptualization of inclusion	Universalist vision	If a school says it's inclusive, it should consider that all students may require support at some point. Inclusion is not something for a few cases; it is a right. Sometimes we forget that diversity is not the exception; it is the rule in the classroom. (School leader 4)	Inclusion as a right; inclusion applies to all students; diversity as the norm; inclusion beyond disability
	Restricted approach (SEN/NEE)	For us, inclusion means identifying who has a diagnosis and making adaptations for them. If there is no medical report, many times nothing is done. Sometimes you forget that other students also need support, but they are not considered inclusive cases. (Teacher 6)	Inclusion linked to diagnosis; adaptations conditioned by reports; SEN-centered inclusion
	Definition alignment	There is a positive discourse about inclusion, but in practice everyone understands it differently. Some think inclusion refers only to disability; others think it refers to everything. That lack of clarity creates confusion about what we actually do. (School leader 7)	Conceptual ambiguity; lack of a shared definition; discourse–practice gap
	Diversified strategies	I combine games, videos, group activities, and visual materials to try to level skills up. Not everyone learns in the same way, and even less so in	Multimodal strategies; adaptation to learning rhythms; differentiation

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Analytical category	Conceptual node (axial coding)	Representative verbatim excerpt (extended)	Examples of initial codes (open coding)
Inclusive pedagogical practices		English. If we all do the same activity, many students are left behind. (Teacher 2)	
		I use printed materials, visual resources, role-playing games, and I change activities when I see that there are many levels in the same group. Sometimes you have to improvise to reach everyone. (Teacher 8)	Visual resources; role play; flexible planning
	Educational support: type, provider, location	Most of the support takes place inside the classroom and depends on the teacher. Sometimes there is external support, but it is not clear who is responsible for it or when that support should be provided. (School leader 1)	Classroom-based support; unclear support roles; teacher responsibility
	Lack of systematization	Each teacher adapts as best as possible. There is no common route or shared guideline. If someone adapts, it is because they want to, not because there is a clear institutional policy. (School leader 3)	Individual initiative; lack of continuity; absence of shared criteria
Structural barriers	Insufficient teacher training	Nobody trains us to integrate inclusion with English. We receive training in English and training in inclusion, but never together. Then you are expected to know how to combine them on your own. (Teacher 4)	Fragmented training; lack of preparation for bilingual inclusion
		Sometimes they bring experts from outside, but they do not know our context or our students. The training sounds good, but it does not help in real classroom situations. (School leader 3)	Decontextualized training; theory–practice gap
	Uncontextualized resources	The textbooks are standardized. They do not include rural contexts or cultural diversity. Many students do not see themselves reflected, and that affects motivation. (Teacher 9)	Standardized materials; lack of contextual relevance

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Analytical category	Conceptual node (axial coding)	Representative verbatim excerpt (extended)	Examples of initial codes (open coding)
Emerging proposals	Low family involvement	If a family does not speak English, they feel left out. They cannot support homework or understand school processes, and that affects continuity. (School leader 2)	Language barrier with families; school–family disconnection
	Excluded student profiles	Students with low levels of English or little support at home are the ones who suffer the most. They are not officially excluded, but in practice they are left behind. (Teacher 9)	Implicit exclusion; vulnerability linked to language and context
	Situated training	No more general courses. We need practical workshops that respond to our type of students, our realities, and our classrooms. (Teacher 1)	Demand for contextualized training; practice-oriented professional development
	Clear institutional pathways	If management does not assume a clear route, everything remains in the hands of each teacher's interest. Inclusion needs an institutional pathway, not just goodwill. (School leader 5)	Need for institutional guidelines; leadership responsibility
	Intentional translanguageing	I move from English to Spanish so that no one gets lost. If I do not do that, I lose half of the students. It is the only way to keep everyone participating. (Teacher 7)	Translanguageing for participation; language alternation as inclusion
		Sometimes changing languages looks inappropriate, but if that helps include students, it should be normalized and supported rather than punished. (School leader 2)	Institutional validation of translanguageing; linguistic justice

Note. Author's own creation.