Appendix A

Data collection procedure

For this project participants were recruited between May and August 2023. Teachers and their students from Grade 4, 5 and 6 of regular primary school education (excluding special need education) in the Netherlands could participate. Combined Grade 3 and 4 were included as well. Moreover, only qualified inservice teachers were included (excluding teachers in training). We started sampling by contacting the principals of 1700 primary schools throughout the Netherlands. These schools were selected from a list of all primary schools in the Netherlands registered on November 2022 (available via https://duo.nl/open_onderwijsdata/primair-onderwijs/scholen-en-adressen/#). The selection proceeded in the following steps.

First, schools in three regions in the Netherlands were excluded since the travel distance from the region of the researchers was too far (this were Groningen, Zeeland and Zuid-Limburg).

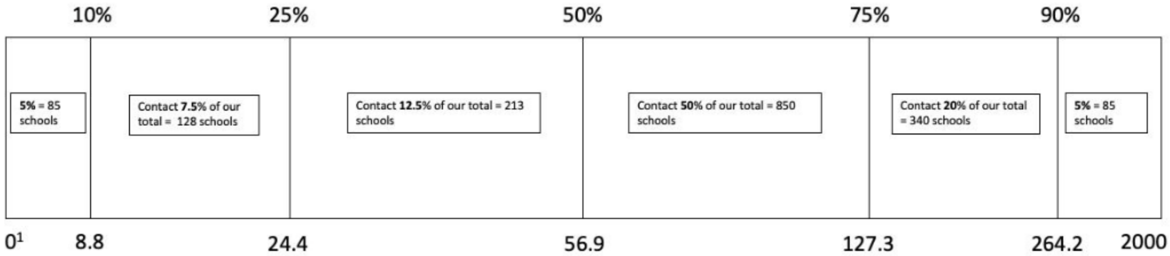
Second, schools were removed if the educational disadvantage rate (i.e., 'achterstandsscore') was not available. Each year, Statistics Netherlands (Centraal Bureau voor de Statistiek, CBS) publishes these rates, which are based on individual student data from the 15% most disadvantaged students from the Netherlands (parents' country of birth, educational level, debt restructuring, and mothers' duration of stay in the Netherlands) and the school average educational level of parents (of all students from that school). These variables are (often) related to student's backgrounds and hence thought to reflect the ethnic composition and SES composition of the different schools, at least to some extent. For some schools these rates are not available, this is for instance schools with a very small student populations or newly established schools.

Third, we randomly (through the Random function in Microsoft Excel) selected 1700 schools from the remaining 5556 schools. This selection was based on the disadvantage scores of the schools. That is, our aim was to include schools with varying degrees of ethnic and socioeconomic diversity, but to include a majority of schools with a heterogeneous student population. Therefore, it was decided to select different numbers of schools from different ranges of disadvantage rates (since a higher disadvantage rate is thought to correspond with greater diversity, on average). These numbers are indicated in Figure 1.

The principals of the 1700 selected schools first received an information letter about the research project, with a link to the website where they could sign up for the study. A week later, the schools received an email with the same information, and thereafter schools were called (if they did not respond to the previous letter or email). Schools within the nearest regions of the Netherlands and the lowest disadvantage rates were called first, and we stopped contacting the schools as soon as a sufficient amount of participants was reached. Schools who signed up after the target was reached were put on a separate list and contacted if any classes dropped out before the start of the data collection.

Figure 1

Distribution schools we aimed to contact based on disadvantage rates.



Note. [1]Disadvantage rates.