



Empowering Teachers across Europe to deal with Social, Emotional and Diversity related Career Challenges

Evaluation of the HAND in HAND Programme

Documentation of the Questionnaire Scales

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This overview documents the self-report questionnaire scales used in the evaluation of the EU Erasmus+ project *HAND in HAND: Empowering Teachers*. In addition to the questionnaire scales documented in the following, other questions, e.g. on the work experience, experience with mindfulness approaches or the subjective evaluation of the HAND in HAND programme were used. General information on the project can be found on the *HAND in HAND: Empowering Teachers* project page (<http://handinhand.si/>).

1 Emotional Competences

1.1 Mindfulness – Self-awareness

Description of the scale	The Kentucky Inventory of Mindfulness Skills (KIMS) is a multidimensional self-report inventory that assesses four mindfulness skills: observing, describing, acting with awareness and accepting without judgement. The domain “observe” measures the inclination to vigilant towards internal and external sensations (e.g. “I notice changes in my body, such as whether my breathing slows down or speeds up.”).
Original Questionnaire	Kentucky Inventory of Mindfulness Skills
Reference	Baer, R. A., Smith G. T., & Allen, K. B. (2004). Assessment of mindfulness by self-report: The Kentucky Inventory of Mindfulness Skills. <i>Assessment, 11</i> , 191-206. https://doi.org/10.1177/1073191104268029
Question stem	Thinking about yourself: How often are the following statements true for you?
Number of items	7
Scaling	Mean
Answer format	1 = Never or rarely ever true 2 = Rarely true 3 = Sometimes true 4 = Often true 5 = Very often or always true
Reversed items	None
Measurement points	T1/T2 ¹
Target group	Teachers, Principals, other School Staff, Hand ET-Trainers
Parallel question	None
Remarks	Originally 12 items

¹ All questionnaire scales were used in T1 and T2 in the framework of the experimental outcome evaluation – the descriptive statistics displayed in this document are only based on T1 data.

Variable	Label	AUT			HRV			PRT			SVN			SWE		
		M	SD	r _{ij}												
TC09aQ01	I notice changes in my body, such as whether my breathing slows down or speeds up.	3.905	0.828	0.487	3.663	0.974	0.407	3.760	0.928	0.528	3.890	0.897	0.543	3.448	0.948	0.439
TC09aQ02	I pay attention to whether my muscles are tense or relaxed.	3.357	0.974	0.553	3.406	0.993	0.571	3.612	0.889	0.576	3.371	1.009	0.596	3.241	0.988	0.626
TC09aQ03	I pay attention to sensations, such as the wind in my hair or sun on my face.	3.863	0.928	0.596	3.806	0.942	0.599	3.883	0.894	0.629	3.667	0.878	0.685	3.527	0.944	0.683
TC09aQ04	I pay attention to sounds, such as clocks ticking, birds chirping, or cars passing.	3.786	0.923	0.597	3.808	0.947	0.593	3.934	0.823	0.604	3.761	0.868	0.592	3.693	0.994	0.710
TC09aQ05	I notice the smells and aromas of things.	4.167	0.824	0.568	4.176	0.849	0.593	4.150	0.849	0.483	4.098	0.783	0.504	3.921	0.819	0.693
TC09aQ06	I pay attention to how my emotions affect my thoughts and behaviour.	3.869	0.816	0.499	4.035	0.802	0.558	4.084	0.734	0.582	3.848	0.801	0.627	3.768	0.844	0.778
TC09aQ07	I notice when my moods begin to change.	4.036	0.757	0.502	4.150	0.734	0.570	4.062	0.751	0.533	4.072	0.735	0.555	3.817	0.808	0.555

Scale	TC09a					
AUT	M	3.85	SD	0.59	N	170
	Min	1.71	Max	5.00	Cronbach's α	0.808
HRV	M	3.86	SD	0.61	N	256
	Min	1.86	Max	5.00	Cronbach's α	0.815
PRT	M	3.93	SD	0.58	N	274
	Min	2.43	Max	2.43	Cronbach's α	0.821
SVN	M	3.81	SD	0.61	N	264
	Min	2.00	Max	5.00	Cronbach's α	0.836
SWE	M	3.73	SD	0.62	N	241
	Min	1.00	Max	5.00	Cronbach's α	0.848

1.2 Mindfulness

Description of the scale	The Mindful Attention Awareness Scale (MAAS) is a scale to assess dispositional mindfulness as a state of mind in which attention only observes what is happening in the present moment.
Original Questionnaire	Mindful Attention Awareness Scale
Reference	Brown, K.W. & Ryan, R.M. (2003). The benefits of being present: Mindfulness and its role in psychological well-being. <i>Journal of Personality and Social Psychology</i> , 84, 822-848. https://doi.org/10.1037/0022-3514.84.4.822
Question stem	Below is a collection of statements about your everyday experience. Please indicate how frequently or infrequently you currently have each experience.
Number of items	15
Scaling	Mean
Answer format	1 = Almost Never 2 = Very Infrequently 3 = Somewhat Infrequently 4 = Somewhat Frequently 5 = Very Frequently 6 = Almost Always
Reversed items	All
Measurement points	T1/T2
Target group	Teachers, Principals, other School Staff, Hand ET-Trainers
Parallel question	None
Remarks	-

Variable	Label	AUT			HRV			PRT			SVN			SWE		
		M	SD	r _{ij}												
TCN04Q01	I could be experiencing some emotion and not be conscious of it until some time later.	2.851	1.125	0.460	3.476	1.095	0.458	3.760	1.035	0.285	3.236	1.076	0.294	2.814	1.120	0.253
TCN04Q02	I break or spill things because of carelessness, not paying attention, or thinking of something else.	2.190	1.189	0.482	2.700	1.200	0.391	2.255	1.180	0.543	2.544	1.135	0.414	2.321	1.207	0.465
TCN04Q03	I find it difficult to stay focused on what's happening in the present.	2.815	1.024	0.549	2.538	0.961	0.554	2.799	1.088	0.643	2.487	1.070	0.574	2.875	1.128	0.582
TCN04Q04	I tend to walk quickly to get where I'm going without paying attention to what I experience along the way.	3.440	1.197	0.555	3.252	1.307	0.507	3.271	1.176	0.655	3.327	1.204	0.470	3.272	1.198	0.465
TCN04Q05	I tend not to notice feelings of physical tension or discomfort until they really grab my attention.	2.893	1.209	0.536	2.894	1.104	0.495	2.796	1.165	0.506	2.817	1.090	0.480	2.771	1.129	0.403
TCN04Q06	I forget a person's name almost as soon as I've been told it for the first time.	3.625	1.374	0.412	4.126	1.366	0.338	3.336	1.387	0.376	3.620	1.417	0.234	3.592	1.316	0.373
TCN04Q07	It seems I am "running on automatic," without much awareness of what I'm doing.	2.756	1.145	0.793	2.882	1.226	0.733	3.220	1.202	0.816	3.118	1.092	0.703	2.933	1.076	0.663
TCN04Q08	I rush through activities without being really attentive to them.	2.851	1.070	0.769	2.858	1.027	0.696	3.026	1.156	0.825	3.023	1.080	0.728	2.690	0.968	0.723
TCN04Q09	I get so focused on the goal I want to achieve that I lose touch with what I'm doing right now to get there.	2.899	1.087	0.694	2.669	1.052	0.671	2.945	1.047	0.620	2.677	1.090	0.718	2.745	1.032	0.562
TCN04Q10	I do jobs or tasks automatically, without being aware of what I'm doing.	2.774	1.031	0.634	2.780	1.074	0.743	3.044	1.204	0.814	2.662	1.013	0.728	2.611	1.018	0.648
TCN04Q11	I find myself listening to someone with one ear, doing something else at the same time.	3.458	1.060	0.559	3.307	1.118	0.639	3.474	1.205	0.388	3.327	1.070	0.504	3.458	1.123	0.571
TCN04Q12	I drive places on 'automatic pilot' and then wonder why I went there.	2.089	1.115	0.449	2.237	1.192	0.544	3.044	1.288	0.609	2.271	1.292	0.610	2.653	1.223	0.576
TCN04Q13	I find myself preoccupied with the future or the past.	2.887	1.191	0.536	3.835	1.326	0.439	3.875	1.172	0.439	3.523	1.309	0.519	3.425	1.204	0.567
TCN04Q14	I find myself doing things without paying attention.	2.827	1.078	0.768	2.776	1.100	0.763	3.109	1.060	0.816	2.889	1.052	0.795	2.791	0.995	0.779
TCN04Q15	I could be experiencing some emotion and not be conscious of it until some time later.	2.464	1.392	0.473	2.350	1.327	0.401	2.740	1.301	0.619	2.316	1.318	0.468	2.296	1.287	0.433

Scale	TCN04					
AUT	M	2.86	SD	0.733	N	170
	Min	1.13	Max	4.67	Cronbach's α	0.90
HRV	M	2.98	SD	0.72	N	255
	Min	1.33	Max	4.93	Cronbach's α	0.891
PRT	M	3.07	SD	0.77	N	274
	Min	1.13	Max	5.33	Cronbach's α	0.905
SVN	M	2.92	SD	0.71	N	263
	Min	1.00	Max	5.13	Cronbach's α	0.889
SWE	M	2.88	SD	0.69	N	240
	Min	1.00	Max	5.47	Cronbach's α	0.883

1.3 Mindfulness in Teaching

Description of the scale	The scale measures teachers' focus during instruction and daily school activities, emotional awareness, self-regulation, as well as responsiveness and sensitivity during student–teacher interactions.
Original Questionnaire	Mindfulness in Teaching Scale
Reference	Rank, J.L., Jennings, P.A., & Greenberg, M.T. (2016). Validation of the Mindfulness in Teaching Scale. <i>Mindfulness</i> , 7(1), 155–163. https://doi.org/10.1007/s12671-015-0461-0
Question stem	Below is a collection of statements that describe experiences teachers may have in the classroom. Please indicate how true each statement is when considering your last month of teaching.
Number of items	14
Scaling	Mean
Answer format	1 = Never true 2 = Rarely true 3 = Sometimes true 4 = Often true 5 = Always true
Reversed items	TCN14Q01; TCN14Q02; TCN14Q03; TCN14Q04; TCN14Q05; TCN14Q06; TCN14Q07; TCN14Q08; TCN14Q09
Measurement points	T1/T2
Target group	Teachers
Parallel question	None
Remarks	None

Variable	Label	AUT			HRV			PRT			SVN			SWE		
		M	SD	r _{ij}	M	SD	r _{ij}	M	SD	r _{ij}	M	SD	r _{ij}	M	SD	r _{ij}
Intrapersonal Mindfulness																
TCN14Q01	When I am teaching it seems I am running on automatic without much awareness of what I am doing.	4.188	0.780	0.55 7	4.159	0.77 4	0.622	3.760	0.75 7	0.677	3.76 7	0.858	0.414	4.09 2	0.683	0.515
TCN14Q02	When I am in the classroom I have difficulty staying focused on what is happening in the present.	4.143	0.709	0.61 9	4.323	0.66 8	0.739	4.145	0.70 2	0.655	4.07 3	0.968	0.492	4.21 0	0.644	0.639
TCN14Q03	When I am teaching I find myself doing things without paying attention.	3.917	0.779	0.57 9	4.253	0.70 0	0.685	4.130	0.69 5	0.677	4.20 4	0.675	0.652	3.93 3	0.686	0.625
TCN14Q04	When I am teaching I get so focused on the goal I want to achieve that I lose touch with what I'm doing right now to get there.	3.977	0.701	0.68 8	4.144	0.73 2	0.604	3.913	0.80 8	0.584	4.04 4	0.736	0.556	4.03 1	0.724	0.648
TCN14Q05	At school I tend to walk quickly to get where I'm going without paying attention to what I experience along the way.	3.579	0.986	0.55 4	3.774	0.99 0	0.480	3.675	0.94 0	0.532	3.49 5	0.977	0.499	3.73 0	0.923	0.474
TCN14Q06	I rush through activities with my class without being really attentive to them.	3.985	0.738	0.71 0	4.139	0.68 0	0.652	4.140	0.73 4	0.718	4.02 4	0.729	0.709	4.02 5	0.666	0.636
TCN14Q07	When something painful happens at school I tend to blow the incident out of proportion.	3.444	0.883	0.50 9	4.492	0.62 9	0.458	4.261	0.76 9	0.514	3.71 8	0.860	0.398	3.64 4	0.799	0.370
TCN14Q08	I am often so busy thinking about other things that I am not really listening to my students.	3.955	0.727	0.66 3	4.376	0.62 6	0.621	4.261	0.66 1	0.648	4.23 8	0.682	0.651	4.20 9	0.643	0.439
TCN14Q09	When I'm really struggling with teaching, I tend to feel like other teachers must be having an easier time of it.	3.820	1.029	0.52 4	3.800	0.93 4	0.391	3.758	0.98 0	0.447	3.84 5	0.903	0.456	3.58 3	0.922	0.226
Interpersonal Mindfulness																
TCN14Q10	Even when it makes me uncomfortable, I allow my students to express their feelings.	4.105	0.907	0.19 9	4.097	0.87 1	0.304	3.760	0.98 0	0.375	4.10 7	0.899	0.359	4.04 3	0.887	0.382
TCN14Q11	I listen carefully to my student's ideas, even when I disagree with them.	4.226	0.692	0.28 9	4.395	0.65 2	0.474	4.362	0.66 8	0.427	4.37 9	0.664	0.510	4.28 2	0.662	0.382
TCN14Q12	I am aware of how my moods affect the way I treat my students.	4.338	0.717	0.26 5	4.129	0.94 9	0.352	4.044	1.01 8	0.170	4.27 8	0.725	0.530	4.00 0	0.878	0.390
TCN14Q13	When I'm upset with my students, I notice how I am feeling before I take action.	3.293	0.824	0.32 9	3.805	0.76 2	0.561	3.609	0.82 8	0.398	3.72 3	0.696	0.415	3.14 7	1.001	0.562
TCN14Q14	When I am upset with my class, I calmly tell them how I am feeling.	3.451	0.917	0.38 7	3.631	0.90 1	0.363	3.401	0.92 4	0.238	3.68 9	0.878	0.494	3.04 9	1.076	0.602

Scale		TCN14- Intrapersonal Mindfulness				
AUT	M	3.89	SD	0.57	N	133
	Min	2.22	Max	5.00	Cronbach's α	0.870
HRV	M	4.16	SD	0.51	N	192
	Min	2.78	Max	5.00	Cronbach's α	0.863
PRT	M	3.88	SD	0.53	N	207
	Min	2.00	Max	5.00	Cronbach's α	0.873
SVN	M	3.93	SD	0.53	N	206
	Min	2.22	Max	5.00	Cronbach's α	0.834
SWE	M	3.94	SD	0.46	N	163
	Min	2.67	Max	5.00	Cronbach's α	0.809

Scale		TCN14- Interpersonal Mindfulness				
AUT	M	3.88	SD	0.48	N	133
	Min	2.80	Max	5.00	Cronbach's α	0.527
HRV	M	4.16	SD	0.54	N	194
	Min	2.60	Max	5.00	Cronbach's α	0.665
PRT	M	4.04	SD	0.55	N	207
	Min	1.89	Max	5.00	Cronbach's α	0.569
SVN	M	4.03	SD	0.53	N	206
	Min	2.00	Max	5.00	Cronbach's α	0.708
SWE	M	3.70	SD	0.62	N	163
	Min	1.60	Max	5.00	Cronbach's α	0.702

1.4 Well-being

Description of the scale	The World Health Organisation- Five Well-Being Index (WHO-5) is a short self-report questionnaire on the current well-being.
Original Questionnaire	The World Health Organisation- Five Well-Being Index (WHO-5)
Reference	Topp C.W., Østergaard S.D., Søndergaard S., & Bech P. (2015). <i>The WHO-5 Well-Being Index: A Systematic Review of the Literature</i> . <i>Psychotherapy and Psychosomatics</i> , 84, 167-176. https://doi.org/10.1159/000376585
Question stem	Please indicate which is closest to how you have been feeling over the last two weeks.
Number of items	5
Scaling	Mean
Answer format	1 ² = At no time 2 = Some of the time 3 = Less than half of the time 4 = More than half of the time 5 = Most of the time 6 = All of the time
Reversed items	None
Measurement points	T1/T2
Target group	Teachers, Principals, other School Staff, Hand ET-Trainers
Parallel question	None
Remarks	None

² In the original scale, the scores range from 0 to 5.

Variable	Label	AUT			HRV			PRT			SVN			SWE		
		M	SD	r _{ij}												
TCNQ05Q01	I have felt cheerful and in good spirits.	4.083	1.240	0.723	4.119	1.066	0.781	3.760	1.085	0.753	4.091	1.030	0.739	4.548	0.964	0.703
TCNQ05Q02	I have felt calm and relaxed.	3.077	1.304	0.697	3.680	1.184	0.804	3.585	1.137	0.723	3.624	1.129	0.771	4.084	1.181	0.694
TCNQ05Q03	I have felt active and vigorous.	3.506	1.406	0.678	3.976	1.107	0.741	3.795	1.167	0.667	3.612	1.137	0.823	3.892	1.308	0.716
TCNQ05Q04	I woke up feeling fresh and rested.	2.750	1.392	0.621	3.387	1.300	0.751	3.122	1.249	0.685	3.363	1.242	0.755	3.679	1.484	0.724
TCNQ05Q05	My daily life has been filled with things that interest me.	3.685	1.327	0.677	3.988	1.156	0.734	3.824	1.134	0.675	3.840	1.205	0.648	4.358	1.141	0.675

Scale	TCN05						
AUT	M	3.42		SD	1.07	N	170
	Min	1.00		Max	5.80	Cronbach's α	0.862
HRV	M	3.82		SD	0.99	N	254
	Min	1.60		Max	4.63	Cronbach's α	0.906
PRT	M	3.67		SD	0.94	N	273
	Min	1.20		Max	5.80	Cronbach's α	0.873
SVN	M	3.70		SD	0.97	N	263
	Min	1.00		Max	5.60	Cronbach's α	0.897
SWE	M	4.11		SD	0.99	N	240
	Min	1.40		Max	6.00	Cronbach's α	0.875

1.5 Burnout

Description of the scale	Shirom-Melamed Burnout Questionnaire (SMBQ) is a questionnaire assessing “physical fatigue”, cognitive weariness”, “emotional exhaustion”, “tension” and “listlessness” at work.
Original Questionnaire	Shirom-Melamed Burnout Questionnaire (SMBQ)
Reference	Melamed, S., Kushnir, T., & Shirom, A. (1992). Burnout and risk factors for cardiovascular diseases. <i>Behavioral medicine</i> , 18(2), 53-60. https://doi.org/10.1080/08964289.1992.9935172 Shirom, A., & Melamed, S. (2006). A comparison of the construct validity of two burnout measures in two groups of professionals. <i>International journal of stress management</i> , 13(2), 176. https://doi.org/10.1037/1072-5245.13.2.176
Question stem	Please indicate how often, in the past 30 days, you have felt each of the following feelings.
Number of items	14
Scaling	Mean
Answer format	1 = never/almost never 2 = very infrequently 3 = quite infrequently 4 = sometimes 5 = quite frequently 6 = very frequently 7 =always/almost always
Reversed items	None
Measurement points	T1/T2
Target group	Teachers, other School Staff
Parallel question	For Principals and Hand ET-Trainers (last three items: “students” was rephrased as"other people")
Remarks	Originally 22 items; changed “coworkers” to “students”

Variable	Label	AUT			HRV			PRT			SVN			SWE		
		M	SD	r _{ij}												
physical fatigue																
TCN11Q01	I felt tired	4.571	1.187	0.679	4.411	1.399	0.752	3.760	1.335	0.780	4.603	1.176	0.715	4.500	1.292	0.684
TCN11Q02	I had no energy for going to work in the morning.	2.893	1.497	0.709	3.500	1.545	0.773	3.615	1.582	0.815	3.366	1.492	0.710	2.640	1.530	0.655
TCN11Q03	I felt physically drained.	3.577	1.651	0.860	3.929	1.567	0.868	3.942	1.643	0.888	3.966	1.455	0.863	3.241	1.586	0.777
TCN11Q04	I felt fed up.	3.054	1.762	0.652	3.439	1.700	0.842	3.522	1.708	0.769	3.664	1.549	0.837	2.453	1.596	0.694
TCN11Q05	I felt like my “batteries” are “dead.	3.935	1.738	0.880	3.877	1.724	0.910	3.864	1.702	0.897	4.019	1.509	0.897	3.173	1.690	0.820
TCN11Q06	I felt burned out.	3.161	1.762	0.802	3.472	1.766	0.815	3.619	1.739	0.885	3.684	1.610	0.837	2.246	1.501	0.733
cognitive weariness		M	SD	r_{ij}												
TCN11Q07	My thinking process was slow.	3.280	1.496	0.859	3.303	1.411	0.845	3.700	1.497	0.901	3.534	1.326	0.843	3.182	1.452	0.790
TCN11Q08	I had difficulty concentrating.	3.274	1.523	0.913	3.417	1.336	0.907	3.684	1.433	0.933	3.304	1.336	0.918	3.297	1.425	0.859
TCN11Q09	I felt I am not thinking clearly.	2.929	1.625	0.882	3.178	1.416	0.905	3.495	1.456	0.928	3.186	1.414	0.917	3.179	1.457	0.880
TCN11Q10	I felt I am not focused on my thinking.	3.077	1.484	0.901	3.213	1.355	0.902	3.502	1.440	0.930	3.125	1.366	0.843	3.199	1.487	0.896
TCN11Q11	I had difficulty thinking about complex things.	3.179	1.522	0.845	3.169	1.394	0.845	3.577	1.476	0.837	3.300	1.333	0.818	2.987	1.354	0.749
emotional exhaustion		M	SD	r_{ij}												
TCN11Q12	I felt I am unable to be sensitive to the needs of the students.	2.685	1.469	0.903	2.602	1.274	0.851	2.234	1.190	0.846	2.741	1.273	0.857	2.438	1.248	0.748
TCN11Q13	I felt I am not capable of investing emotionally in the students.	2.613	1.508	0.929	2.610	1.298	0.883	2.212	1.225	0.908	2.665	1.282	0.894	2.197	1.170	0.862
TCN11Q14	I felt I am not capable of being sympathetic to the students.	2.423	1.421	0.842	2.173	1.200	0.837	1.909	1.156	0.838	2.380	1.260	0.823	1.957	1.031	0.732

Scale		TCN11 – Cognitive Weariness				
AUT	M	3.14	SD	1.41	N	170
	Min	1.00	Max	7.00	Cronbach's α	0.915
HRV	M	3.26	SD	1.28	N	255
	Min	1.00	Max	6.00	Cronbach's α	0.942
PRT	M	3.59	SD	1.37	N	273
	Min	1.00	Max	7.00	Cronbach's α	0.947
SVN	M	3.29	SD	1.24	N	263
	Min	1.00	Max	7.00	Cronbach's α	0.934
SWE	M	3.17	SD	1.28	N	236
	Min	1.00	Max	7.00	Cronbach's α	0.898

Scale		TCN11 – Physical Fatigue				
AUT	M	3.52	SD	1.35	N	170
	Min	1.00	Max	7.00	Cronbach's α	0.957
HRV	M	3.78	SD	1.43	N	254
	Min	1.00	Max	6.83	Cronbach's α	0.958
PRT	M	3.87	SD	1.44	N	274
	Min	1.00	Max	7.00	Cronbach's α	0.967
SVN	M	3.88	SD	1.27	N	263
	Min	1.00	Max	7.00	Cronbach's α	0.952
SWE	M	3.04	SD	1.25	N	237
	Min	1.00	Max	7.00	Cronbach's α	0.936

Scale	TCN11 – Emotional Exhaustion					
AUT	M	2.58	SD	1.42	N	170
	Min	1.00	Max	6.00	Cronbach's α	0.948
HRV	M	2.47	SD	1.18	N	255
	Min	1.00	Max	7.00	Cronbach's α	0.930
PRT	M	2.12	SD	1.12	N	274
	Min	1.00	Max	6.00	Cronbach's α	0.934
SVN	M	2.591	SD	1.19	N	263
	Min	1.00	Max	7.00	Cronbach's α	0.931
SWE	M	2.19	SD	1.04	N	234
	Min	1.00	Max	5.33	Cronbach's α	0.886

1.6 Work strain

Description of the scale	The scale measures the subjectively perceived emotional and cognitive strain in context of the working environment for the construct job-related emotions.
Original Questionnaire	Psychological Strain in Work Contexts Scale
Reference	Mohr, G., Müller, A., Rigotti, T., Aycan, Z., & Tschan, F. (2006). The assessment of psychological strain in work contexts. <i>European Journal of Psychological Assessment</i> , 22(3), 198-206. https://doi.org/10.1027/1015-5759.22.3.198
Question stem	How strongly do you agree or disagree with the following statements?
Number of items	7
Scaling	Mean
Answer format	1 = Entirely disagree 2 = Mostly disagree 3 = Somewhat disagree 4 = Somewhat agree 5 = Mostly agree 6 = Entirely agree
Reversed items	None
Measurement points	T1/T2
Target group	Teachers, Principals, other School Staff, Hand ET-Trainers
Parallel question	None
Remarks	-

AUT

HRV

PRT

SVN

SWE

Variable	Label															
Cognitive Strain		M	SD	r _{ij}												
TCN21Q01	I have difficulty relaxing after work.	3.838	1.688	0.714	3.510	1.667	0.576	4.216	1.864	0.615	3.617	1.657	0.592	3.940	1.650	0.671
TCN21Q02	Even at home I often think of my problems at work.	4.854	1.671	0.639	4.909	1.495	0.561	5.495	1.366	0.602	4.966	1.656	0.581	4.681	1.542	0.650
TCN21Q04	Even on my vacations I think about my problems at work.	3.292	1.853	0.681	3.293	1.798	0.571	3.879	2.019	0.492	3.024	1.754	0.590	3.235	1.785	0.596
Emotional Strain		M	SD	r _{ij}												
TCN21Q03	I get grumpy when others approach me.	2.692	1.462	0.622	2.854	1.405	0.524	2.620	1.565	0.525	2.447	1.419	0.593	2.187	1.229	0.634
TCN21Q05	From time to time I feel like a bundle of nerves.	3.208	1.854	0.718	4.477	1.514	0.742	4.534	1.633	0.579	3.053	1.827	0.743	2.861	1.629	0.606
TCN21Q07	I get irritated easily, although I don't want this to happen.	3.308	1.656	0.764	3.510	1.599	0.540	3.274	1.851	0.660	3.361	1.688	0.631	2.994	1.459	0.473
TCN21Q08	When I come home tired after work, I feel rather irritable.	3.900	1.661	0.742	3.904	1.569	0.612	3.841	1.883	0.657	3.311	1.623	0.672	3.506	1.643	0.667

Scale	TCN21 – Cognitive Strain						
AUT	M	4.06		SD	1.53	N	168
	Min	1.00		Max	7.00	Cronbach's α	0.840
HRV	M	3.92		SD	0.59	N	255
	Min	1.00		Max	7.00	Cronbach's α	0.744
PRT	M	4.48		SD	1.46	N	272
	Min	1.00		Max	7.00	Cronbach's α	0.789
SVN	M	3.84		SD	1.37	N	263
	Min	1.00		Max	7.00	Cronbach's α	0.779
SWE	M	3.81		SD	1.52	N	237
	Min	1.00		Max	7.00	Cronbach's α	0.862

Scale	TCN21 – Emotional Strain					
AUT	M	3.26	SD	1.42	N	168
	Min	1.00	Max	7.00	Cronbach's α	0.866
HRV	M	3.66	SD	1.21	N	255
	Min	1.00	Max	6.25	Cronbach's α	0.791
PRT	M	3.52	SD	1.29	N	272
	Min	1.00	Max	6.75	Cronbach's α	0.770
SVN	M	3.00	SD	1.33	N	263
	Min	1.00	Max	7.00	Cronbach's α	0.841
SWE	M	2.76	SD	1.17	N	237
	Mi	1.00	Max	6.75	Cronbach's α	0.803

1.7 Emotional Self-Efficacy

Description of the scale	The SEQ-C assesses three domains of self-efficacy: social self-efficacy, academic self-efficacy and emotional self-efficacy. The subscale emotional self-efficacy measures the capability to cope with negative emotions.
Original Questionnaire	Self-Efficacy Questionnaire for Children
Reference	Muris, P. (2001). A brief questionnaire for measuring self-efficacy in youths. <i>Journal of Psychopathology and Behavioral Assessment</i> , 23(2), 145-149. http://dx.doi.org/10.1023/A:1010961119608
Question stem	Please think about the interactions you have with others to answer the following questions about yourself. How well do you succeed in the following?
Number of items	8
Scaling	Mean
Answer format	1 = Not at all 2 = Slightly 3 = Somewhat 4 = Fairly well 5 = Very well
Reversed items	None
Measurement points	T1/T2
Target group	Teacher, other School Staff, Hand ET-Trainer
Parallel question	none
Remarks	-

Variable	Label	AUT			HRV			PRT			SVN			SWE		
		M	SD	r _{ij}												
TC10Q01	How well do you succeed in cheering yourself up when an unpleasant event has happened?	3.222	0.873	0.611	3.266	0.806	0.673	3.760	1.043	0.691	3.331	0.809	0.621	3.203	1.025	0.654
TC10Q02	How well do you succeed in becoming calm again when you are very scared?	3.229	0.842	0.567	3.287	0.801	0.699	3.325	1.003	0.736	3.346	0.831	0.645	3.520	0.925	0.584
TC10Q03	How well can you prevent to become nervous?	2.972	1.010	0.576	2.934	0.882	0.710	3.011	1.026	0.705	3.066	0.852	0.701	3.291	0.979	0.592
TC10Q04	How well can you control your feelings?	3.354	0.832	0.538	3.284	0.770	0.571	3.347	0.965	0.588	3.506	0.781	0.539	3.652	0.882	0.510
TC10Q05	How well can you give yourself a peptalk when you feel low?	3.222	0.848	0.606	3.176	0.784	0.729	3.406	0.949	0.719	3.223	0.799	0.627	3.234	0.926	0.670
TC10Q06	How well can you tell a friend that you don't feel well?	4.042	1.077	0.141	3.664	0.852	0.437	3.463	1.206	0.242	3.517	1.075	0.212	3.126	1.239	0.133
TC10Q07	How well do you succeed in suppressing unpleasant thoughts?	2.958	0.876	0.467	3.070	0.836	0.615	3.248	1.003	0.695	3.115	0.820	0.702	3.325	0.979	0.559
TC10Q08	How well do you succeed in not worrying about things that might happen?	2.993	1.094	0.623	2.840	0.966	0.654	2.911	1.084	0.671	2.955	0.919	0.623	3.208	1.127	0.592

Scale	TC10					
AUT	M	3.25	SD	0.60	N	145
	Min	1.75	Max	4.38	Cronbach's α	0.804
HRV	M	3.19	SD	0.61	N	245
	Min	1.50	Max	4.63	Cronbach's α	0.876
PRT	M	3.25	SD	0.74	N	271
	Min	1.00	Max	5.00	Cronbach's α	0.873
SVN	M	3.26	SD	0.59	N	243
	Min	1.63	Max	4.75	Cronbach's α	0.848
SWE	M	3.32	SD	0.66	N	231
	Min	1.25	Max	4.88	Cronbach's α	0.819

2 Social Competences (and related aspects)

2.1 Empathy

Description of the scale	Measuring empathy based on five components (affective response, affective mentalizing, perspective taking, self–other awareness and emotion regulation)
Original Questionnaire	Empathy Assessment Inventory
Reference	Gerdes, K. E., Segal, E. A., & Lietz, C. A. (2010). Conceptualising and measuring empathy. <i>British Journal of Social Work</i> , 40(7), 2326-2343. https://doi.org/10.1093/bjsw/bcq048
Question stem	Please respond to the following questions by selecting the choice that most closely reflects your feelings or beliefs.
Number of items	18
Scaling	Mean
Answer format	1 = Never 2 = Rarely 3 = Sometimes 4 = Frequently 5 = Almost always 6 = Always
Reversed items	TCN12Q05, TCN12Q10
Measurement points	T1/T2
Target group	Teachers, Principals, other School Staff, Hand ET-Trainers
Parallel question	None
Remarks	Originally 22 items (we dropped the subscale “emotion regulation” as this was already covered by other instruments)

Variable	Label	AUT			HRV			PRT			SVN			SWE		
		M	SD	r _{ij}												
Affective Response																
TCN12Q01	When I see someone receive a gift that makes them happy, I feel happy myself.	5.607	0.666	0.328	5.311	0.835	0.354	3.760	0.833	0.327	5.392	0.849	0.265	0.853	0.853	0.403
TCN12Q05	When I see someone being publicly embarrassed I cringe a little.	5.560	0.817	0.225	4.083	1.396	0.388	4.540	1.273	0.418	5.053	0.987	0.523	1.160	1.160	0.451
TCN12Q08	When I see someone accidentally hit his or her thumb with a hammer, I feel a flash of pain myself.	4.661	1.388	0.379	3.902	1.364	0.521	4.037	1.467	0.483	4.232	1.374	0.419	1.472	1.472	0.437
TCN12Q13	When I am with someone who gets sad news, I feel sad for a moment too.	5.036	1.014	0.513	4.949	0.952	0.542	4.938	0.955	0.588	5.087	0.893	0.591	0.991	0.991	0.584
TCN12Q17	Hearing laughter makes me smile.	4.851	0.920	0.468	4.870	0.942	0.377	4.883	1.022	0.402	4.695	0.938	0.409	0.980	0.980	0.500
Affective Mentalizing																
TCN12Q02	I am good at understanding other people's emotions.	4.798	0.793	0.435	4.803	0.853	0.633	3.760	0.853	0.568	4.848	0.847	0.539	4.721	0.925	0.595
TCN12Q07	When I see a person experiencing a strong emotion I can accurately assess what that person is feeling.	4.577	0.738	0.604	4.368	0.906	0.713	4.161	0.972	0.693	4.304	0.814	0.680	4.100	1.016	0.709
TCN12Q09	When I see a person experiencing a strong emotion, I can describe what the person is feeling to someone else.	4.548	0.803	0.574	4.224	1.022	0.705	4.000	1.031	0.613	4.217	0.970	0.592	3.803	1.145	0.637
TCN12Q18	I am aware of other people's emotions.	4.744	0.750	0.426	4.664	0.818	0.650	4.410	0.920	0.498	4.726	0.811	0.498	4.613	0.983	0.610
Perspective Taking																
TCN12Q03	I can consider my point of view and another person's point of view at the same time.	4.494	0.869	0.532	4.496	0.940	0.689	3.760	0.898	0.688	4.656	0.814	0.645	4.728	0.833	0.638
TCN12Q04	I can imagine what the character is feeling in a good movie.	4.738	0.897	0.440	4.795	0.888	0.560	4.573	0.982	0.605	4.894	0.863	0.563	4.816	0.979	0.534
TCN12Q10	I can imagine what it's like to be in someone else's shoes.	4.292	0.931	0.387	4.198	0.992	0.633	4.467	0.999	0.552	4.271	0.946	0.547	3.925	1.070	0.441
TCN12Q12	I consider other people's points of view in discussions.	4.732	0.892	0.501	4.607	0.870	0.668	4.561	1.041	0.536	4.912	0.854	0.588	4.966	0.913	0.558

TCN12Q15	I can agree to disagree with other people.	4.393	1.033	0.338	4.478	1.100	0.472	4.327	1.093	0.376	4.373	1.062	0.393	4.846	1.159	0.324
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Self-Other Awareness		M	SD	r _{ij}												
TCN12Q06	I can tell the difference between someone else's feelings and my own.	4.893	0.929	0.564	4.726	0.919	0.632	3.760	0.944	0.529	4.878	0.904	0.521	4.903	1.041	0.564
TCN12Q11	I can tell the difference between my friend's feelings and my own.	4.887	0.872	0.565	4.598	0.939	0.497	4.697	0.914	0.514	4.714	0.887	0.545	4.845	1.068	0.513
TCN12Q14	I can explain to others how I am feeling.	4.500	1.153	0.468	4.390	1.057	0.473	4.040	1.138	0.356	4.354	1.126	0.401	4.088	1.197	0.311
TCN12Q16	I am aware of what other people think of me.	3.714	0.936	0.320	4.032	0.992	0.404	3.755	0.964	0.362	3.931	0.984	0.448	3.669	1.071	0.261

Scale	TCN12-Affective Response					
AUT	M	5.14	SD	0.62	N	168
	Min	3.40	Max	6.00	Cronbach's α	0.626
HRV	M	4.52	SD	0.74	N	255
	Min	3.00	Max	6.00	Cronbach's α	0.686
PRT	M	4.75	SD	0.75	N	274
	Min	2.80	Max	6.00	Cronbach's α	0.689
SVN	M	4.89	SD	0.68	N	263
	Min	2.80	Max	6.00	Cronbach's α	0.687
SWE	M	4.75	SD	0.75	N	240
	Min	1.00	Max	6.00	Cronbach's α	0.720

Scale	TCN12-Affective Mentalizing					
AUT	M	4.67	SD	0.57	N	168
	Min	3.25	Max	6.00	Cronbach's α	0.720
HRV	M	4.52	SD	0.74	N	255
	Min	3.00	Max	6.00	Cronbach's α	0.840
PRT	M	4.32	SD	0.74	N	274
	Min	2.50	Max	6.00	Cronbach's α	0.784

SVN	M	4.52	SD	0.66	N	263
	Min	3.00	Max	6.00	Cronbach's α	0.774
SWE	M	4.31	SD	0.82	N	240
	Min	1.00	Max	6.00	Cronbach's α	0.816

Scale	TCN12-Perspektive Taking					
AUT	M	4.53	SD	0.61	N	168
	Min	3.00	Max	6.00	Cronbach's α	0.687
HRV	M	4.51	SD	0.72	N	255
	Min	3.00	Max	6.00	Cronbach's α	0.818
PRT	M	4.50	SD	0.73	N	274
	Min	2.60	Max	6.00	Cronbach's α	0.781
SVN	M	4.62	SD	0.66	N	263
	Min	3.00	Max	6.00	Cronbach's α	0.783
SWE	M	4.65	SD	0.69	N	240
	Min	1.00	Max	6.00	Cronbach's α	0.742

Scale	TCN12-Self-Other Awareness					
AUT	M	4.50	SD	0.70	N	168
	Min	2.00	Max	5.75	Cronbach's α	0.695
HRV	M	4.43	SD	0.74	N	255
	Min	2.50	Max	6.00	Cronbach's α	0.716
PRT	M	4.32	SD	0.70	N	274
	Min	2.75	Max	6.00	Cronbach's α	0.665
SVN	M	4.47	SD	0.70	N	263
	Min	2.50	Max	6.00	Cronbach's α	0.97

SWE	M	4.38	SD	0.76	N	240
	Min	1.50	Max	6.00	Cronbach's α	0.633

2.2 Relationship Skills

Description of the scale	The Teachers' Relational Competence Scale (TRCS, Vidmar & Kerman, 2016) assesses teachers' ability to perceive each student as a unique being and adjust their own behavior accordingly as well as taking responsibility for teacher-student relationships.
Original Questionnaire	Teacher's Relational Competence Scale
Reference	Vidmar, M., & Kerman, K. (2016). The development of teacher's relational competence scale: Structural validity and reliability. <i>Šolsko polje</i> . 27. 41-62.
Question stem	Thinking about yourself: How often are the following statements true for you?
Number of items	6
Scaling	Mean
Answer format	1 = Never true 2 = Rarely true 3 = Sometimes true 4 = Often true 5 = Always true
Reversed items	None
Measurement points	T1/T2
Target group	Teachers
Parallel question	None
Remarks	The original instrument consisted of 11 items

Variable	Label	AUT			HRV			PRT			SVN			SWE		
		M	SD	r _{ij}	M	SD	r _{ij}	M	SD	r _{ij}	M	SD	r _{ij}	M	SD	r _{ij}
TC17Q02	When a student behaves or expresses in an inappropriate or unsuitable way, I try to understand what lies under his*her behaviour or words.	3.955	0.601	0.53 2	3.974	0.63 8	0.619	3.760	0.75 6	0.591	4.01 0	0.664	0.595	4.01 8	0.713	0.648
TC17Q03	When I can't build a good relationship with a student, I ask him*her for help.	3.376	0.974	0.36 2	3.541	0.95 5	0.641	3.317	1.03 5	0.553	3.43 2	0.851	0.466	3.58 9	0.961	0.544
TC17Q06	If I find myself in repeated conflicts with a certain student or a group of students, I consider my behaviour and usually modify it accordingly.	3.812	0.780	0.59 2	3.969	0.78 3	0.678	3.850	0.79 1	0.590	3.94 2	0.667	0.616	3.90 9	0.733	0.594
TC17Q08	I am aware that each student has his*her own way of thinking and functioning, so I try to adjust my behaviour accordingly.	4.113	0.850	0.55 5	4.159	0.81 3	0.671	4.232	0.79 1	0.496	4.20 4	0.737	0.575	4.05 5	0.848	0.359
TC17Q04	I take into consideration that each student experiences a given situation from a different perspective.	3.865	0.757	0.56 0	4.236	0.69 3	0.689	3.760	0.68 6	0.663	4.20 4	0.661	0.614	4.03 1	0.741	0.558
TC17Q07	I see relationship with each student as an opportunity for my personal and professional growth.	3.857	0.740	0.54 1	4.128	0.71 0	0.638	4.136	0.70 6	0.602	3.90 8	0.750	0.627	4.17 7	0.734	0.591

Scale	TC17					
AUT	M	3.83	SD	0.54	N	133
	Min	2.33	Max	5.00	Cronbach's α	0.816
HRV	M	4.00	SD	0.59	N	196
	Min	1.83	Max	5.00	Cronbach's α	0.882
PRT	M	3.93	SD	0.57	N	207
	Min	2.00	Max	5.00	Cronbach's α	0.830
SVN	M	3.95	SD	0.52	N	206
	Min	2.67	Max	5.00	Cronbach's α	0.850
SWE	M	3.96	SD	0.55	N	164
	Min	1.67	Max	5.00	Cronbach's α	0.794

2.3 Teacher Cooperation

Description of the scale	This scales measures teacher cooperation.
Original Questionnaire	PISA 2015 Teacher Questionnaire
Reference	OECD (2017). PISA 2015 Background questionnaires. <i>In PISA 2015 Assessment and Analytical Framework: Science, Reading, Mathematics, Financial Literacy and Collaborative Problem Solving</i> . OECD Publishing. https://doi.org/10.1787/9789264281820-9-en
Question stem	On average, how often do you do the following in this school?
Number of items	8
Scaling	Mean
Answer format	1 = Never 2 = Once a year or less 3 = 2-4 times a year 4 = 5-10 times a year 5 = 1-3 times a month 6 = Once a week or more
Reversed items	None
Measurement points	T1/T2
Target group	Teacher
Parallel question	None
Remarks	-

Variable	Label	AUT			HRV			PRT			SVN			SWE		
		M	SD	r _{ij}												
TCN19Q01	Teach jointly as a team in the same class	4.835	1.737	0.188	2.492	1.857	0.339	3.760	1.829	0.574	2.956	1.463	0.379	4.604	1.856	0.449
TCN19Q02	Observe other teachers' classes and provide feedback	2.383	1.575	0.421	1.649	0.922	0.260	2.603	1.542	0.435	2.437	1.097	0.450	2.899	1.767	0.513
TCN19Q03	Engage in joint activities across different classes and age groups (e.g. projects)	3.842	1.375	0.511	3.123	1.199	0.464	3.902	1.329	0.596	3.468	1.105	0.403	3.182	1.453	0.482
TCN19Q04	Exchange teaching materials with colleagues	5.158	1.065	0.449	4.546	1.358	0.571	5.053	1.083	0.518	4.854	1.221	0.365	4.323	1.520	0.343
TCN19Q05	Engage in discussions about the learning development of specific students	5.211	1.030	0.395	4.821	1.159	0.532	4.995	1.093	0.625	5.074	1.017	0.472	5.270	0.979	0.578
TCN19Q06	Work with other teachers in my school to ensure common standards in evaluations for assessing student progress	4.075	1.717	0.508	3.682	1.534	0.610	4.712	1.245	0.668	4.600	1.219	0.576	4.930	1.256	0.610
TCN19Q07	Attend team conferences	4.000	1.523	0.432	3.426	1.354	0.587	4.883	0.769	0.364	4.947	0.873	0.400	5.629	0.622	0.144
TCN19Q08	Take part in collaborative professional learning	3.331	1.042	0.336	3.354	1.377	0.669	3.897	1.402	0.478	3.893	1.324	0.494	3.791	1.414	0.237

Scale	TCN19					
AUT	M	4.10	SD	0.80	N	133
	Min	1.88	Max	5.75	Cronbach's α	0.717
HRV	M	3.38	SD	0.86	N	196
	Min	1.38	Max	5.75	Cronbach's α	0.793
PRT	M	4.27	SD	0.86	N	206
	Min	2.13	Max	6.00	Cronbach's α	0.815
SVN	M	4.03	SD	0.70	N	206
	Min	2.13	Max	6.00	Cronbach's α	0.746
SWE	M	4.33	SD	0.82	N	159
	Min	2.38	Max	6.00	Cronbach's α	0.725

3 Diversity Awareness

3.1 Teacher self-efficacy for classroom diversity

Description of the scale	This scales measures teachers' self-efficacy for dealing with classroom diversity.
Original Questionnaire	PISA 2018 Teacher questionnaire
Reference	OECD (2019). PISA 2018 Background questionnaires. <i>In PISA 2018 Assessment and Analytical Framework</i> . OECD Publishing. https://doi.org/10.1787/67e1518f-en .
Question stem	How do you judge your own competence to teach in a class with a high degree of diversity? (When answering this question please think of diversity in terms of cultural and subcultural background, social background, sex and gender as well as outer appearance.)
Number of items	5
Scaling	Mean
Answer format	1 = Strongly disagree 2 = Disagree 3 = Agree 4 = Strongly agree
Reversed items	None
Measurement points	T1/T2
Target group	Teacher
Parallel question	None
Remarks	-

Variable	Label	AUT			HRV			PRT			SVN			SWE		
		M	SD	r _{ij}												
TCN16Q01	I can cope with the challenges of a diverse classroom.	3.045	0.562	0.622	3.267	0.518	0.759	3.760	0.543	0.689	3.214	0.570	0.724	3.189	0.502	0.671
TCN16Q02	I can adapt my teaching to the diversity of students.	3.090	0.583	0.659	3.277	0.492	0.760	3.223	0.493	0.709	3.214	0.553	0.761	3.164	0.472	0.697
TCN16Q03	I can take care that students from different backgrounds work together.	3.256	0.559	0.590	3.359	0.532	0.797	3.316	0.543	0.725	3.248	0.578	0.753	3.116	0.462	0.678
TCN16Q04	I can raise awareness for the diversity of the students.	3.188	0.524	0.572	3.364	0.533	0.776	3.262	0.513	0.715	3.296	0.563	0.784	3.158	0.468	0.658
TCN16Q05	I can contribute to reducing stereotypes between the students.	3.353	0.580	0.552	3.338	0.526	0.769	3.325	0.528	0.682	3.330	0.591	0.726	3.224	0.522	0.559

Scale	TCN16					
AUT	M	3.19	SD	0.42	N	133
	Min	1.80	Max	4.00	Cronbach's α	0.811
HRV	M	3.32	SD	0.44	N	196
	Min	2.20	Max	4.00	Cronbach's α	0.910
PRT	M	3.27	SD	0.43	N	206
	Min	2.00	Max	4.00	Cronbach's α	0.875
SVN	M	3.26	SD	0.48	N	206
	Min	1.00	Max	4.00	Cronbach's α	0.899
SWE	M	3.17	SD	0.38	N	165
	Min	2.20	Max	4.00	Cronbach's α	0.847

3.2 Beliefs regarding dealing with classroom diversity

Description of the scale	The Teacher Cultural Beliefs Scale assesses multicultural and egalitarian beliefs about diversity, which reflect favorable attitudes toward immigrant students. They differ with regard to how cultural diversity is believed to be best accommodated in school.
Original Questionnaire	The Teacher Cultural Beliefs Scale
Reference	Hachfeld, A., Hahn, A., Schroeder, S., Anders, Y., Stanat, P., & Kunter, M. (2011). Assessing teachers' multicultural and egalitarian beliefs: The Teacher Cultural Beliefs Scale. <i>Teaching and Teacher Education</i> , 27, 986-996. https://doi.org/10.1016/j.tate.2011.04.006
Question stem	To what extent do you agree with the following statements?
Number of items	9
Scaling	Mean
Answer format	1 = Strongly disagree 2 = Disagree 3 = Agree 4 = Strongly agree
Reversed items	None
Measurement points	T1/T2
Target group	Teacher
Parallel question	None
Remarks	None

Variable	Label	AUT			HRV			PRT			SVN			SWE		
		M	SD	r _{ij}												
TCN18Q01	In the classroom, it is important to be responsive to differences in students' cultural background.	3.451	0.609	0.637	3.513	0.559	0.580	3.760	0.428	0.623	3.364	0.566	0.676	3.418	0.575	0.582
TCN18Q02	It is important for students to learn that people from other cultures can have different values.	3.677	0.485	0.622	3.646	0.511	0.618	3.812	0.416	0.550	3.587	0.550	0.785	3.537	0.524	0.574
TCN18Q03	Respecting other cultures is something that students should learn as early as possible.	3.812	0.392	0.491	3.692	0.474	0.768	3.850	0.358	0.686	3.578	0.551	0.640	3.661	0.500	0.571
TCN18Q04	In communicating with parents who have a different cultural background than I do, I try to be considerate of cultural aspects.	3.398	0.590	0.544	3.667	0.473	0.732	3.720	0.461	0.661	3.490	0.556	0.739	3.315	0.582	0.620
TCN18Q05	When meeting with parents of different cultural backgrounds, I spend time trying to understand and empathize with their perspective.	3.383	0.547	0.604	3.677	0.469	0.708	3.529	0.564	0.560	3.306	0.592	0.754	3.299	0.567	0.710
TCN18Q06	Intercultural communication should be emphasized in teacher training.	3.368	0.701	0.548	3.497	0.550	0.643	3.580	0.514	0.546	3.359	0.547	0.658	3.329	0.598	0.712
TCN18Q07	In the classroom, it is important that students of different origins recognize the similarities that exist between them.	3.677	0.516	0.542	3.660	0.475	0.754	3.691	0.474	0.728	3.417	0.585	0.761	3.429	0.566	0.715
TCN18Q08	When there are conflicts between students of different origins, they should be encouraged to resolve the argument by finding common ground.	3.609	0.520	0.512	3.621	0.517	0.685	3.699	0.460	0.687	3.383	0.579	0.719	3.285	0.561	0.675
TCN18Q09	Students should learn that people of different cultural origins have a lot in common.	3.699	0.492	0.556	3.667	0.483	0.759	3.762	0.427	0.605	3.463	0.573	0.805	3.436	0.587	0.748

Scale	TCN18					
AUT	M	3.56	SD	0.36	N	133
	Min	2.22	Max	4.00	Cronbach's α	0.847
HRV	M	3.62	SD	0.38	N	196
	Min	2.78	Max	4.00	Cronbach's α	0.912
PRT	M	3.71	SD	0.32	N	207
	Min	2.889	Max	4.00	Cronbach's α	0.882
SVN	M	3.44	SD	0.45	N	206
	Min	1.11	Max	4.00	Cronbach's α	0.924
SWE	M	3.41	SD	0.41	N	165
	Min	2.33	Max	4.00	Cronbach's α	0.888

3.3 Flexibility/Adaptivity

Description of the scale	Adapted from the “ICU Teacher Tool” – one item was used from the scale “Adaptability/Flexibility” (TC22Q02) and three from the scale “Openness to cultural diversity” (TC22Q03-05). It measures the capability to adapt/act flexible.
Original Questionnaire	ICU Teacher Tool
Reference	Denson, N., Ovenden, G., Wright, L., Paradies, Y., & Priest, N. (2017). The development and validation of intercultural understanding (ICU) instruments for teachers and students in primary and secondary schools. <i>Intercultural Education</i> , 28, 231-249. https://doi.org/10.1080/14675986.2017.1333346
Question stem	How strongly do you agree or disagree with the following statements?
Number of items	4
Scaling	Mean
Answer format	1 = Entirely disagree 2 = Mostly disagree 3 = Somewhat disagree 4 = Somewhat agree 5 = Mostly agree 6 = Entirely agree
Reversed items	None
Measurement points	T1/T2
Target group	Teachers, Principals, other School Staff, Hand ET-Trainers
Parallel question	None
Remarks	-

Variable	Label	AUT			HRV			PRT			SVN			SWE		
		M	SD	r _{ij}												
TC22Q02	I like to challenge myself to try out new things.	4.655	1.021	0.466	4.205	1.155	0.371	3.760	0.941	0.544	4.517	1.108	0.559	4.579	1.072	0.455
TC22Q03	I feel comfortable around people with diverse backgrounds.	4.655	0.991	0.758	4.787	0.967	0.615	5.129	0.910	0.671	4.380	1.115	0.800	4.908	0.915	0.664
TC22Q04	I enjoy meeting people with diverse backgrounds.	4.679	0.975	0.753	4.791	0.957	0.720	5.283	0.836	0.774	4.703	1.144	0.786	5.075	0.830	0.700
TC22Q05	I like learning about different perspectives on the same issue.	5.143	0.850	0.619	5.154	0.789	0.630	5.460	0.702	0.592	4.996	0.975	0.697	5.058	0.908	0.539

Scale	TC22					
AUT	M	4.78	SD	0.77	N	168
	Min	2.75	Max	6.00	Cronbach's α	0.822
HRV	M	4.73	SD	0.74	N	255
	Min	2.25	Max	6.00	Cronbach's α	0.784
PRT	M	5.18	SD	0.68	N	272
	Min	2.00	Max	6.00	Cronbach's α	0.821
SVN	M	4.65	SD	0.91	N	263
	Min	1.75	Max	6.00	Cronbach's α	0.861
SWE	M	4.91	SD	0.72	N	240
	Min	1.00	Max	6.00	Cronbach's α	0.787

3.4 Social Dominance Orientation

Description of the scale	Measuring opinion on equality
Original Questionnaire	Social dominance orientation (SDO) – short version
Reference	Pratto, F., Sidanius, J., Stallworth, L. M., & Malle, B. F. (1994). Social dominance orientation: A personality variable predicting social and political attitudes. <i>Journal of Personality and Social Psychology</i> , 67(4), 741-763. http://dx.doi.org/10.1037/0022-3514.67.4.741
Question stem	There are many kinds of groups in the world: men and women, ethnic and religious groups, nationalities, political factions. How much do you support or oppose the ideas about groups in general?
Number of items	4
Scaling	Mean
Answer format	Extremely oppose ①②③④⑤⑥⑦⑧⑨⑩ Extremely favor
Reversed items	None
Measurement points	T1/T2
Target group	Teachers, Principals, other School Staff, Hand ET-Trainers
Parallel question	None
Remarks	Due to insufficient internal consistency, this scale will not be used in further HAND:ET analyses.

Variable	Label	AUT			HRV			PRT			SVN			SWE		
		M	SD	r _{ij}												
TCN13Q01	In setting priorities, we must consider all groups.	2.548	1.844	0.025	2.268	1.796	0.383	3.760	1.587	0.224	2.205	1.402	0.364	2.523	1.719	0.402
TCN13Q02	We should not push for group equality.	7.298	2.739	0.438	2.760	2.709	0.411	4.265	3.424	0.359	3.319	2.852	0.535	2.618	2.663	0.321
TCN13Q03	Group equality should be our ideal.	6.923	3.025	0.474	2.752	2.328	0.504	4.018	3.230	0.431	3.289	2.467	0.538	2.084	1.779	0.450
TCN13Q04	Superior groups should dominate inferior groups.	1.655	1.439	-0.020	2.024	1.972	0.268	1.385	1.238	0.186	2.148	1.574	0.359	1.773	1.559	0.407

Scale	TCN13					
AUT	M	4.60	SD	1.41	N	168
	Min	1.00	Max	7.75	Cronbach's α	0.549
HRV	M	2.45	SD	1.50	N	255
	Min	1.00	Max	6.75	Cronbach's α	0.605
PRT	M	2.91	SD	1.61	N	273
	Min	1.00	Max	7.00	Cronbach's α	0.491
SVN	M	2.74	SD	1.50	N	263
	Min	1.00	Max	6.00	Cronbach's α	0.659
SWE	M	2.25	SD	1.33	N	239
	Min	1.00	Max	6.25	Cronbach's α	0.633