**Reflections on the journey towards outstanding: Developing positive orientations to diversity in an urban primary school**

**Codebook using a priori coding from the theoretical framework Theory of Practice Architecture**

| Name | Description |
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| Doings (constraining) | How participants demonstrate that actions they take, or ways that they teach constrain opportunities for multilingual learners |
| Doings (enabling) | How participants' positive attitudes to multilingualism and diversity and the EPL are manifested in how they practice or in how they describe practices. |
| Relatings (constraining) | How participants express or demonstrate where relationships are not supportive of the community; where relationships are not about the connected effort of the majority. |
| Relatings (enabling) | How participants demonstrate or refer to the positive nature of relationships between each other, with the children, with the school community, and with the curriculum. |
| Sayings (constraining) | How staff express their attitudes to or work with multilingual learners in ways that suggest lack of agency, deficit, constraint, |
| Sayings (enabling) | How staff articulate what they think, or how they describe, effective practice for EAL, the EPL, or any aspect of diversity and inclusion. |