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Mindframes for Belonging, Identities, and Equity.

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MINDFRAMES for **BELONGING,** **IDENTITIES,** and **EQUITY**

Fortifying
Cultural
Bridges



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Setting the Scene

When students cross the school gate, they do not leave their culture, sense of belonging, or identities behind. When students enter the school, they experience a sense of being and culture of the class and school, and their identities are sustained or queried. Some have to code switch from home to school and back again, others do not blink when making the transition, and others learn one is more a safe haven than the other. Schools create societies, sometimes mirroring and sometimes in contradiction to the society around them. When we walk into schools, we can often feel the passion, the sense of an invitation to come and learn, and the care and expectations of significant acceleration of learning—or not.

The **climate of the school** is what students experience every school day. This climate refers to the emotional and physical atmosphere within a school. It involves the students' and teachers' feelings, perceptions, and experiences about their sense of safety, inclusion, and well-being. A positive climate fosters a sense of belonging, motivation, and invitation to learn and relates to whether the school is safe, supportive, and inviting to all who cross the school gate (or, nowadays, come in via technologies). A negative climate can lead to stress, bullying, and disengagement. The climate can be different across the various classes and the playground within a school, and sadly for some students this means they need to act and be treated differently as a function of where they are and who they are in the school. Our interest is ensuring that the collective school climate is fortifying, nourishing, and welcoming everywhere by everyone. This is basic humanity in action.

The **culture of a school** refers to the shared values, beliefs, norms, traditions, and practices that shape the experiences within a school. The culture has been referred to as the “personality” or “health” of the school (Halpin & Croft, 1963; Hoy & Hannum, 1997) and includes the collective identity, attitudes, and behaviors across the school and influences the way individuals (leaders, teachers, and students) interact, collaborate,

and learn in the school. It often relates to the schools' lived mission, the acceptance of diversity or privileged groups or identities, and can be defined as the guiding beliefs and values evident in how a school operates (Fullan, 2007).

A positive school culture can contribute to a positive school climate, although both are essential for creating a supportive, caring, and inclusive place for all students and teachers.

But the culture and climate are not fixed, and they do not eventuate just because it is stated in a mission statement or talked about. Each teacher or student experiences culture and climate in many different ways. Few teachers, for example, wake up each morning and plot how they will make their students' lives miserable today. But some students think this is the case. Few teachers set out to bully, ridicule, and demean their students. But some students believe this is the case. Few teachers do not work hard to like their students. But some students (especially minority students) think this is the case. Russell Bishop (2023) has spent his career listening to minority students talk about their classroom experience, more often taught by majority teachers. He showed that minority students particularly noted whether their teachers liked them or not. For these students, liking them is indicated by whether the teachers created caring and learning environments, had high expectations of them as learners, invited them to engage in cognitively challenging or easy tasks, or whether the teacher pathologized the problem in the class as the students, the race, the resources, the home, and engaged in pathologizing practices (remedial, limited curricula, simplified language, ability grouping, transmission teaching methods). It was less if the teachers "liked" them as individual students, but whether they were also provided rich cognitive experiences that advanced their learning.

Thus, we need multiple perspectives when considering the culture and climate of the school—from the teachers and the students, as their beliefs are very much their lived realities. As argued throughout the Visible Learning books, how we think about the impact of what we do is more important than what we do. Both matter—but it is our thinking, our Why, our purpose, and our beliefs that lead to the climate.

These ways of thinking have been called mindframes, which are more likely to impact student learning and engagement than any particular program, teaching method, lesson plan, and so forth. How we—the leaders, teachers, students, parents—think about these matters is most critical. Simon Sinek (2009) describes the essential element of inspiration through the metaphor of the Golden Circle. Sinek asserts that transformations are driven from a core place of a collective purpose. The Why is core, which can lead to the How and the What.

Sinek argued that leadership could be considered from three different perspectives: First, it can be seen from the standpoint of what successful leaders do. Second, we can take the approach of asking how the leaders do what they do. Third, we can ask ourselves why the leaders do what they do. His major message is that average leaders start and finish their thinking at the outermost circle (the doing). They ask themselves what they are doing and usually do not think further. And so, they fail to consider the much more important questions of how and why they are doing what they are doing. In this way, average leaders often lose sight of their actual goal and thus fail at their primary task: challenging and encouraging people to the greatest possible extent in their development, thinking, and actions. The response in those following the leader is a hollow, mechanical reaction to external stimuli; they are incapable of acting out of an inner conviction. They just do the job, take action, and run their schools irrespective of the impact on their students.

Successful leaders take a different approach. For them, the main question is Why something should be done. This leads them to the question of How to do something and, finally, What to do. It is less about what they do but much more Why and Why they do what they do. Hence, Sinek sees the secret of success as beginning with the inner circle and the question of Why and then continuing outward from there by asking the questions of How and What. Great leaders all had a vision, passion, and belief and could communicate and share these with others.

We start this book by identifying the core “Why” attributes or the mindframes of those working in schools with specific reference to the culture and climate they seek to develop. Mindframes are our “Why.” They represent an internal set of beliefs we hold near and dear to our hearts—a belief that our *primary* role is to be an evaluator of our impact on student learning, use assessment as a way to inform us about our impact and next steps, collaborate with our peers and students about their interpretations of our impact, be an agent of improvement, challenge others to not simply “do your best,” but to teach confidence to take on challenges, give and help students and teachers understand feedback and interpret and act on the feedback given to us, engage in dialogue, inform others what successful impact looks like from the outset, build relationships and trust, and focus on learning and the language of learning. The Visible Learning strategies and processes are the “How” to our “Why”. And the “What” refers to the result—the outcomes we intend to accomplish or the evidence of our collective impact on student progress and achievement. These outcomes relate to the strategies to learn so that every student progresses to higher achievement, the confidence to take on challenges and to know how to evaluate where we are relative to where we need to be going, and the thrills and joy of learning and striving for more learning.

In various works, we have developed ten mindframes for these four key participants in schools (Hattie, 2023; Hattie & Hattie, 2022; Hattie & Smith, 2020; Hattie & Zierer, 2018). The ten outlined in this book complement the others, and it can be seen there is much overlap. Five big ideas permeate these various Mindframes: Impact and Efficiency, Feedback and Assessment, Challenging and Accelerated Growth, Learning Culture and Relationships, and Becoming a Teacher and Adaptability.

- **Impact and Efficiency:** You prioritize evaluating the impact of your actions and ensuring that your efforts are efficient and effective. You focus on making every hour count toward improving student outcomes and learning experiences.
- **Feedback and Assessment:** You view assessment as feedback that guides your actions. You engage in dialogue, give and receive feedback, and recognize the power of feedback in fostering success and growth for learning.
- **Challenging Growth:** You embrace challenges and continuous learning. You set high expectations for yourself and your students, actively engage in learning strategies, and enjoy the process of acquiring new skills and knowledge.
- **Learning Culture and Relationships:** You contribute to creating a positive learning culture for yourself and your child. You value relationships, build trust, collaborate, and work to establish effective communication with all involved in the learning process.
- **Ownership and Adaptability:** You take ownership of your role as an adult and evaluator of impact. You adapt to various situations, make informed decisions about de-implementation and implementation priorities, and continuously strive to improve your own learning and your student's learning experiences.

TEACHERS AND SCHOOL LEADERS		
	EFFECTIVENESS	EFFICIENCY
1	I am an evaluator of my impact	I am focused on my efficiency of impact above all else
2	I see assessment as feedback to me	I see that working long hours is only a badge of honor if each hour <i>truly</i> contributes to student outcomes
3	I collaborate about impact	I use each hour wisely and focus only on the things that significantly improve student learning

TEACHERS AND SCHOOL LEADERS		
	EFFECTIVENESS	EFFICIENCY
4	I am a change agent	I am an evaluator of my impact AND my efficiency of impact
5	I strive for challenge	I am not a busy fool: Being busy is not the same thing as having real impact
6	I give and help students understand feedback	I strive to do less to achieve far more
7	I engage as much in dialogue as monologue	I know how and when to Remove, Reduce, Reengineer, or Replace
8	I explicitly inform students about success	I celebrate and share the efficiencies I have generated
9	I build relationships and trust	I de-implement with great care, checking that my actions generate no harm
10	I focus on the language of learning	I accept that outcomes' ambiguity exists in everything I do; this is why I chose my de-implementation priorities with care, and why I evaluate to know and grow my impact
	STUDENTS	PARENTS
1	I am confident that I can learn and enjoy challenges	I have appropriately high expectations
2	I set, implement, and monitor an appropriate mix of achieving and deep learning goals	I make reasonable demands and are highly responsive to my child
3	I strive to improve and enjoy my learning	I am not alone as a parent
4	I strive to master and acquire surface and deep learning	I develop my child's skill, will, and sense of thrill
5	I work to contribute to a positive learning culture	I love learning
6	I have multiple learning strategies and know when best to use them	I know the power of feedback and that success thrives on errors
7	I have the confidence and skills to learn from and contribute to group learning	I am a parent, not a teacher
8	I can hear, understand, and action feedback	I know how to deal with schools
9	I can evaluate my learning	I appreciate that my child is not perfect, nor are you
10	I am my own teacher	I am an evaluator of my impact

The Research on Climate and Culture in Schools

Ming-Te Wang and Jessica Degol (2016) conceptualize school climate as the shared beliefs, values, and attitudes that shape interactions between students and adults and set the parameters of acceptable behavior and

norms for the school. They cited Freiberg and Stein's (1999) definition that climate was the heart and soul of the school. It is about the essence of a school that leads a child, a teacher, and an administrator to love the school and to look forward to being there each school day.

Ruth Berkowitz and colleagues (2017) used seventy-eight studies to review the various attributes of school climate. We classified their attributes into four major headings:

Relations (connectedness, social support, peer relations, cohesion),

Involvement (belonging, commitment, confidence, engagement),

Safety (disciplinary climate, safe and respectful openness, acceptance of identities, caring),

Academic press (positive learning environment, high expectations, school quality).

It is the quality of relations between teachers and students and between student and students, their sense of involvement and safety, and the high expectations and experience of a rich, cognitive, appropriate, and complex set of learning experiences.

At the school level, it is the collective intentions and actions of the staff to engender a safe, fair, engaging, and worthwhile culture and climate. Does the student feel safe that their sense of self is recognized, esteemed, and nurtured? Does the student feel they belong in this class and school? Does the student experience the equity of being treated fairly in a caring, open-to-learn culture?

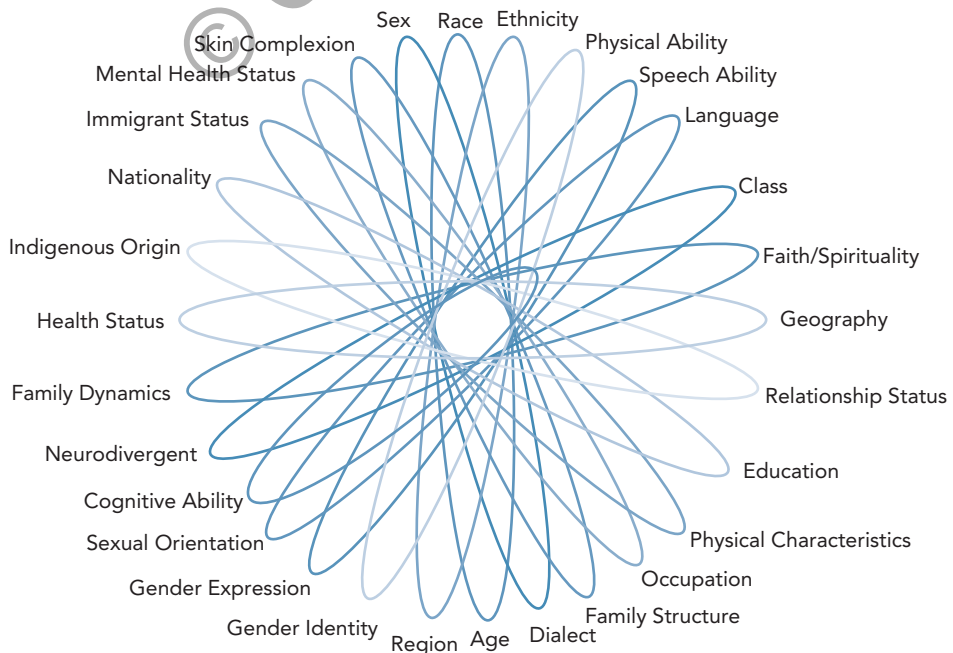
The essence of equity is fairness and justice. An example of a typical study on student perceptions of school climate was completed by Weihua Fan and colleagues (2011). They found three major factors: fairness and clarity of school rules; order, safety, and discipline; and teacher–student relationship. Fairness is related to everyone knowing the school rules, knowing the consequences of attending to the rules, and the fairness of the rules. They want fair treatment, fair assessment, fair opportunity to learn, and much more. Students are less concerned about the nature of discipline and the ways a teacher teaches and reacts with the students, but they are more concerned, whatever the way the class is run, that the teachers react to all fairly.

We debated long and hard whether to use the term “equity” or “fairness” as one of the three themes for climate and culture. Students fundamentally care about fairness and often can be confused by the many ways equity

is used in society, but they have firm notions of what fairness means. We decided to use “equity,” as “fairness,” while critical, sometimes does not include a sense of justice as well; too many students comply and adapt to the class climate even where there can be injustices.

Every person has their own identity that is created by various intersectionalities, which affects the way they interact, their value system, personal beliefs, and how they think, feel, and act. Identities matter and when they are disregarded, the climate does not empower individuals to show up in the fullness of who they are. A climate that dismisses one’s identity can have detrimental effects on individuals in the broader learning community as it fails to value the rich diversity of the human experience. Marginalizing identities in schools refer to social groups or individuals that are systematically disadvantaged or excluded within the learning community. Often times, these groups face discrimination, unequal treatment, and limited access to resources and opportunities based on who they are. The Dimensions of Identities in Figure 0.1 represent intersectionalities that make an individual. Identities and injustices in schools are critical issues that impact students, families educators, and the entire learning community. By actively acknowledging and validating identities, learning communities can create a more inclusive and equitable culture where all members are treated fairly.

FIGURE 0.1 Dimensions of Identities



Angus Kittelman and colleagues (2023) investigate the culture and climate of over 350,000 students in forty-nine US high schools (in Georgia). They used a statewide survey of students about School Connectedness, Peer Support, Adult Support, Cultural Acceptance, Social/Civic Learning, Physical Environment, Safety, and Order and Discipline. They found that students enrolled in schools with a lower percentage of minoritized students, smaller schools, and schools with higher academic achievement were more likely to be classified in the positive versus moderate climate profile. Black students were less likely to be classified in the positive profile, whereas Latino and Latina students were more likely to be classified in the positive profile. Importantly, interaction effects depended on ethnicity: In schools with a greater percentage of minoritized students, Black students were significantly less likely to be classified in the negative school climate profile and white students were significantly less likely to be classified in the positive climate profile (see also Cain & Hattie, 2020).

Mattison and Aber (2007), using data from 382 African American and 1,456 European-American students, showed that positive perceptions of the school's racial climate were associated with higher student achievement and fewer discipline problems. Similarly, Hallinan, Kubitschek, and Liu (2009) showed that positive interracial interactions contributed to students' sense of school community, whereas negative interracial interactions inhibited that sense. Understanding the perceptions of climate and culture within a class or school varies not only across many individuals but also among specific races, ethnicities, or cultures (Schneider & Duran, 2010).

While most of the research relates climate and culture to achievement (and this is most worthwhile), our interest is restoring humanity as a principle in the class and school. Regardless of its correlates, it is worthwhile for classes and schools to be fortifying, nourishing, and welcoming for all—for the students, staff, parents, and community—regardless of achievement levels, color, identities, age, or postcode.

The Visible Learning Research and School Improvement Model

The Visible Learning[®] school improvement model of professional learning is based on the principles developed from the Visible Learning research (Hattie, 2009, 2023) and numerous books, articles, and white papers. It takes the theory of this research and puts it into a practical inquiry model for schools to ask questions of themselves about the impact they are having on student achievement.

The Visible Learning research is based on a meta-meta-analysis of more than 2,100 meta-analyses to date, composed of more than one hundred thousand studies involving more than 300 million students (Hattie, 2009, 2023). Hattie identified more than three hundred factors that impact student achievement from that research. “Visible Learning seeks to get to the crux of this multitude of findings from educational research and identify the main messages by synthesizing meta-analyses. The aim is to move from ‘what works’ to ‘what works best’ and when, for whom, and why” (Hattie & Zierer, 2018, p. xviii). The over three hundred (and growing) influences produced from the many meta-analyses have been assigned to one of nine domains: student, curricular, home, school, classroom, teacher, student learning strategies, instructional strategies, and implementation methods. Then, each domain is divided into subdomains—thirty-two in total to drill down into specific influences and the degree to which these influences accelerate student achievement (see <https://www.visiblelearningmetax.com> for details).

The Visible Learning books serve as a basis for discussing using evidence to inform your teaching and leadership practice and the systems in which these practices are supported. One example might be the degree to which the school has developed a clear picture of the type of feedback culture and practice they aspire to have. This can assist teachers in optimizing their feedback and heighten students’ awareness of the benefits of effective feedback. Similarly, it can help school leaders optimize their feedback and boost teachers’ awareness of the benefits of feedback. Both of these actions create an awareness of how feedback might get through to each of these key stakeholders.

There are twelve meta-analyses on school climate related to achievement outcomes, based on approximately 456 studies, 338,562 students, with an average effect of .28. But the variance is large, and a closer investigation is needed.

TABLE 1

AUTHOR	YEAR	NO. EFFECTS	NO. PEOPLE	NO. EFFECTS	ES	SHORT DESCRIPTION
Armstrong	2016	19	2294	19	0.46	Physical Ed learning environment
Bektas et al.	2015	25	20,287	25	0.40	School culture
Scheerens et al.	2013	25	2,301	25	0.40	Monitoring of achievement

(Continued)

(Continued)

AUTHOR	YEAR	NO. EFFECTS	NO. PEOPLE	NO. EFFECTS	ES	SHORT DESCRIPTION
Scheerens et al.	2013	25	2,301	43	0.31	Curriculum quality in school
Kocyigt	2017	51	66,391	51	0.30	School culture
Han & Lee	2018	25	2,301	52	0.30	School climate
Karadağ et al.	2016	62	81,233	62	0.26	School climate
Scheerens et al.	2013	30	2,761	81	0.22	Achievement mentality in school
Dulay & Karadağ	2017	90	148,504	90	0.22	School climate
Scheerens et al.	2013	28	2,577	83	0.22	Cooperation among school staff
Bulris	2009	30	3,378	152	0.17	Leadership school culture on outcomes
Scheerens et al.	2013	46	4,234	170	0.15	Orderly climate in school

Scheerens et al. (2013) investigated many school climate factors, and the highest effects were an orderly climate, opportunity to learn, effective learning time, and an orientation to achievement across the school. Very low effects were found for consensus and cohesion among staff, the presence or not of homework, parental involvement, and differentiation. From Turkish studies, Kocyigt found $d = .30$ of climate on achievement, with the greatest impact from the perception of culture, collaborative leadership, program development, collegial support, and unity of purpose. Also, from Turkey, Karadağ et al. (2016) reported an effect ($d = .36$) on the climate developed by school leadership on achievement. They argued that the higher impacts include support, communication, trust, and respect developed by focusing on continuous learning and teaching and establishing intentional, positive, and confidential relationships with their school managers, colleagues, and stakeholders.

More specifically, there were higher relations to achievement when there was strong classroom cohesion (the sense that teachers and students are working toward positive learning gains), high levels of teacher-student relationships and support, high levels of student friendship and sense of belonging, and a negative relation when there was too high a level of teacher-student dependency (Table 2).

TABLE 2

FACTORS	NO. METAS	NO. STUDIES	EST. NO. PEOPLE	NO. EFFECTS	WEIGHTED MEAN	SE	ROBUSTNESS
Strong classroom cohesion	2	76	11,187	438	0.66	0.18	3
Teacher-student relationships	5	428	590,784	1,718	0.62	0.04	5
Belonging	3	97	78,931	174	0.46	0.32	3
Friendship	3	60	5,522	229	0.35	0.05	2
Teacher-student support	1	93	8,560	93	0.32	0.03	2
Class climate effects	3	80	582,941	761	0.29	0.02	4
Teacher-student dependency	1	8	3,808	8	-0.24	0.04	1
Students feeling disliked	1	5	1,776	5	-0.26	na	1

It is important to note that many of these factors lead to commitment to the tasks of learning and not merely stopping with positive relations. For example, Mullen and Copper (1994) argued that group cohesion was more related to commitment to task rather than interpersonal attraction or group pride. Haertel et al. (1980) found that learning outcomes were positively associated with cohesiveness, satisfaction, task difficulty, formality, and goal direction, and negatively associated with friction, cliques, apathy, and disorganization. In classrooms with greater cohesiveness and a sense of belonging, there is more likely co-peer learning, tolerance, and welcoming of error and thus increased feedback and more discussion of goals, success criteria, and positive teacher-student and student-student relationships (Evans & Dion, 1991). Many of these climate attributes are important because they are worthwhile in themselves and create opportunities for students to engage, think aloud, see errors as opportunities and not embarrassments, explore, be curious, and work together. Further, developing relationships requires skills by the teacher—such as listening, empathy, caring, and positive regard for others (Cornelius-White, 2007). Students are great detectives of messages

that indicate they are not welcomed, not going to be treated fairly, and the probability that they will advance in their learning with this teacher.

A sense of belonging in the class is a powerful precursor to learning. Belonging refers to how students feel personally accepted, respected, included, and supported by others in the school social environment (K. A. Allen et al., 2016). Teachers who develop their students' beliefs and feelings about being personally accepted, respected, included, and encouraged by others are likelier to have students who feel they belong, indeed invited into learning (Moallem, 2013). K. A. Allen et al. (2016) noted that about one-third of students do not feel a sense of belonging at school. Card et al. (2010) found that about one-third of students claimed that they do not feel liked at school.

Concluding Comments on the Research

The sense of belonging relates to having one's sense of identity and cultural attributes recognized and affirmed, and feeling invited to learn alone and with others. This occurs within sustaining environments that embrace diversity, disrupt negative biases, and have equitable opportunities to develop, be with others, and learn and explore cognitively complex ideas appropriately. Schools can mirror the society that is within but can also create climates and cultures that we want to aspire toward. Note the importance of the plural, as there is no one climate or culture. Educators have major roles in ensuring such inviting cultures exist in classes and schools. However, it is critical to understand how students and teachers experience, understand, and flourish in the culture of a class and school. Educators are responsible for ensuring psychologically safe environments to develop ways of thinking or mindframes about belonging, identities, and culture. They decide, more than anyone, what is "normal here."

It is more than creating flourishing climates; but we do this for a purpose—to engage students in learning, build confidence to take on challenges, feel joy engaging in the struggles of learning, and be committed to worthwhile learning. The positive relations are like a bank—to be built so that when there is frustration, not knowing, errors, and disappointments, there is a bank of excellent relations and high trust to work through these emotions. Learning is hard work and needs this safety to go "to the edge" of what we know and can do. The research on climate and culture points to relations, involvement, safety, and academic rigor as core and among the higher correlates to successful progress to higher achievement. Students desire a sense of predictability that they will be treated fairer, have opportunities to learn, and be in a situation where

all are working toward positive learning gains, high expectations, and working together in these pursuits.

When there is a collective cause, schools ensure that every student feels seen, heard, safe, respected, cared for, trusted, validated, and fortified. This is an ideal state that must be accomplished. The best schools leverage diversity within their organization to create environments of belonging by respecting all identities to promote equitable experiences and outcomes. These environments ensure everyone has the same opportunities, access, exposure, and advancement.

There is a need to eliminate barriers that prevent the full participation of some groups of students based on the dimensions of their identities. Barriers are often hidden and come in many forms. Structural barriers are fundamental to educational inequities (Easterbrook & Hadden, 2021). These structures include policies, practices, or procedures in schools that limit student involvement leaving them powerless in their educational experiences. There needs to be a willingness to take an inventory of who is successful, who thrives, who believes that they matter, and who experiences love and joy, who is burdened, who benefits, who is fortified, who is included, who is distressed, who is hopeful, who is helpless, who excels and then collectively assess the assumptions, biased-based beliefs, stereotypes, and inequitable practices. This action demonstrates a personal and organizational commitment to work in solidarity where we can eradicate injustices in and outside of our learning communities.

The proposal that is the basis of this book is that the Belonging, Identities, and Equity mindframes position educators to question their assumptions and, where they exist, recognize limited mental models that stereotype others to serve diverse populations better and address opportunity gaps. The Belonging, Identities, and Equity mindframes provide a cognitive shift in our ability to engineer our thoughts that lead to inclusive and equitable learning environments.

Identifying the Major Belonging, Identities, and Equity Mindframes

The claim is that it is through developing a sense of belonging that student identities can be affirmed, leading to equity experiences for every student. This book explores the ways of thinking relating to these three dimensions of class climate.

A fundamental notion underlying the climate and culture is “coming together,” and there has been much research on the collective power in schools (Eells, 2011; Donohoo, 2016). The essence of school and class

climate and culture is a sense of belonging, a coming together. It is the school's responsibility—starting with the principal and leadership team and filtering to every adult across the school to be responsible for, foster, and respect every person's sense of belonging.

Belonging refers to school bonding, attachment, engagement, connectedness, and community. It is defined as the extent to which students feel personally accepted, respected, included, and supported by others in the school social environment (K. A. Allen et al., 2016). Hollins-Alexander and Law (2021) identified four major processes for this coming together: having a clear and common purpose for student learning, creating a collaborative culture to achieve the purpose, taking collective responsibility for the learning of all students, and coming together with relentless advocacy, efficacy, agency, and ownership for learning. To achieve this, they claimed there needed to be unconstrained **equity**, including openness and capacity to appreciate differences, disrupting inequities, and connecting dimensions of identity. Thus, a core part of the school climate relates to students' sense of **belonging**, the opportunities and realities of developing their **identities**, and the sense of **equity** for all students. Creating and maintaining a positive and inviting school environment is fundamentally important.

These dimensions of equity, belonging, and identities pertain to all students, including those often marginalized in schools—such as LGBTQIA+, faith, socioeconomic class, family structure, disabilities, race/ethnicity, immigrants, displaced persons, and other similarly disadvantaged groups. Specifically, equity relates to disrupting systemic inequities and biases and embracing diverse cultures. Identities relate to students being able to express diversity and acknowledge their identities and barriers to learning. Belonging relates to being invited to learn, thriving, eliminating exclusion, and shared collaboration. The three dimensions are the core parts of the culture and climate of schools.

To identify the most powerful mindframes, we conducted a Delphi study. A Delphi is a method “for structuring a group communication process so that the process is effective in allowing a group of individuals, as a whole, to deal with a complex problem.” To accomplish this “structured communication,” “some feedback of individual contributions of information and knowledge; some assessment of the group judgment or view; some opportunity for individuals to revise views; and some degree of anonymity for the individual responses” are provided (Linstone & Turoff, 1975, p. 3).

The Delphi Study

The Delphi method assumes that collective judgments hold greater validity than individual judgments. This approach entails multiple iterative rounds in which experts, while maintaining anonymity, are solicited for their evaluations—specifically, in this context, pertaining to a set of statements addressing the three dimensions of climate and culture. Following each iteration, we provided experts with a synopsis of their collective assessments, incorporated their open-ended remarks, and presented a refined version of the statements for them to re-rate.

Our Delphi comprised two rounds (Law et al., 2024). The initial twenty-five mindframes came from a literature review and input from eleven colleagues. In Round One, eighty-six participants were asked to independently rate the mindframes (eight for Culture, ten for Belonging, and seven for Identities). A free text option was provided for comments, improvements, or additions for each mindframe and any comments on the overall survey and process. Then, from an analysis of the means, spread, reliability, and factor analyses, a reduced set of nineteen items (some enhanced or edited, given the comments) was presented in Round Two to ninety-two participants, who were again asked to respond as to the Criticalness of the Mindframes for the final list. This led to high levels of agreement about the final ten mindframes (See Table 3).

TABLE 3

NO.	LABEL	SHORT DESCRIPTION	MINDFRAME
	Belonging		
1	Invite all to learn	We strive to invite all to learn.	We actively strive to ensure all students feel invited to learn in this school.
2	Value student engagement in learning	We value engagement in learning for all.	We strive to eliminate exclusion by creating a learning community that values student voice and engagement in learning.
3	Collaborate to learn and thrive	We collaborate to learn and thrive.	We collaborate with students, colleagues, families, and community members to learn and thrive in this school.

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(Continued)

NO.	LABEL	SHORT DESCRIPTION	MINDFRAME
	Identities		
4	Ensure equitable opportunities to learn	We create equitable opportunities and eliminate barriers to opportunities.	We are relentless in providing equitable opportunities for all students, particularly to eliminate injustices that can continue as barriers to educational access and opportunities for all students.
5	Create sustaining environments	We cultivate fortifying and sustaining environments for all identities.	We cultivate fortifying and sustaining environments for all students to express diversity in their multiple dimensions of identity.
6	Affirm identities	We acknowledge, affirm, and embrace the identities of all our students.	We provide opportunities to acknowledge, affirm, and embrace the identities of all our students.
7	Remove identity barriers	We remove barriers to students learning, including barriers related to identities.	We are collectively responsible for removing barriers to students' learning, including barriers related to identities.
	Equity		
8	Correct inequities	We discover, correct, and disrupt inequities.	We are in a constant process of discovering, addressing, disrupting, and correcting the systemic inequities impacting our students.
9	Respect diversity	We embrace diverse cultures and identities.	We acknowledge, affirm, and seek to embrace the diverse cultures and identities of our students, communities, and colleagues.
10	Disrupt bias	We recognize and disrupt negative biases.	We recognize and then seek to disrupt our unconscious biases toward our students, families, staff, and community.