AC's Liberated Learning Environment Framework

**Cultural Humility**
- Anti-racist, accessible, intersectional and inclusive, and culturally sustaining in practices, and pedagogy.
- Recognize students are not a monolith.
- Process of life-long learning & critical self-reflection, including unlearning of own biases and assumptions.
- Engage with cultural competence & responsiveness.
- Recognize & challenge power imbalances.
- Respect and value everyone’s knowledge and experiences.
- Approach with humility, awareness & joy.

**Community Building**
- Collaboratively build a classroom culture of respect, play, joy, and transparency.
- Invite students and teachers to be their wholeselves & embraces the intersections of these identities.
- Partner with teachers and students to learn how they work, their perspectives, interests, and identities.
- Focus on co-generative, and collaborative environment & curriculum.
- Earn student, and teacher partners trust, cultivating an environment that can lead to creativity and belonging.

**Student Agency**
- Invite students to take ownership of their artistic choices, experiences, and work process.
- Hold time & space for student voice and choice throughout class sessions and residency.
- Student centered & supportive of each individual student’s autonomy.
- Respect for all & actively acknowledges the many layers of everyone’s identities.
- Collaborative, & co-generative focus, and goals throughout the residency.
- Flexibility in practices and plans to respond to students requests, responses, & feedback.

**Responsive Planning**
- Responsive to students' interests, voices, state of being, and needs.
- Approach planning & teaching with curiosity.
- Focus is on culturally sustaining, decolonizing, and stigma-free practices & curriculums to interrupt systems of oppression.
- Intentionally accessible & inclusive for each individual student.
- Cultivate the process of artmaking, space for creativity & artistic flow.
- Prepare and plan while also holding space for class community’s input and responses.

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