

Draft Version #4

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Design Principles for Culturally Sustaining Learning Partnerships

Making classrooms, schools, and communities more equitable, humane and responsive places for growth.

Co-Creative & Reciprocal Community & Relationships

- **Students and educators** in the learning community all know that they matter, are regarded as competent and valuable, and have things to teach and things to learn from each other.
- **Students** are positioned as partners and co-creators in all aspects of the classroom, **educators** work to flatten power hierarchies in decision making to the greatest extent possible, and decisions and goals are regularly revisited and revised.
- **Students and educators** bring funds of knowledge from their home and background and these strengths are utilized, sustained, and enhanced in the classroom.
- **Students and educators** seek to do no harm and repair harm when it happens.
- **Students and educators** hold high expectations and are provided with the support necessary to meet expectations.

Teaching & Learning

- Learning experiences facilitate **student** independence & interdependence.
- **Students** actively make meaning of their own lives and the world around them.
- **Students** are afforded opportunities to make decisions about what and how they learn.
- Curriculum engages **students and educators** in a belief in their own humanity and the humanity of others.
- Curriculum takes an action-oriented and community-engaged approach to address systems of oppression and inequities by addressing root causes instead of symptoms.

Assessment

- Assessment is assets-based - building on strengths and identifying areas for growth.
- **Students** have opportunities to identify their own strengths and weaknesses, set the course for their own learning, and assess their own learning and progress.
- **Students** have opportunities for early failure and actionable and iterative feedback.
- Evaluations are responsive to process and product.