



CU Boulder Secondary Humanities Licensure Programs Teaching for Equity and Justice Framework and Guiding Questions

The Secondary Humanities licensure programs are organized around a conceptual framework grounded in our shared commitments to teaching for equity and justice and drawn from theories and pedagogies that center anti-oppressive aims. We focus on three key interconnected themes:

Power, Privilege, and Positioning

Culture and Diversity

Agency and Change

This framework invites candidates to explore a series of guiding questions throughout each course and practicum experience and to examine reiteratively how centering these themes impacts teaching and learning. As program faculty, we both understand that this work is challenging and are committed to learning with and from our candidates.

Power, Privilege, and Positioning

Who I Am

- What are my identities? How do their intersections influence how I see and live in the world?
- How do I develop a willingness to hold and value others' identities, experiences, and perspectives? Where are my resistances? How do I work through the emotion, discomfort, resistance, and crisis that might emerge when these resistances are revealed?
- How am I implicated in the struggle for justice against oppression?

What and How and Why I Teach

- What are my beliefs about teaching? Where do those come from?
- How might my beliefs about teaching impact my students and their learning experiences?
- What do my beliefs and practices make possible and impossible in the classroom?
- How do I use reflection to think deeply about, critique, and potentially change my beliefs?

Where I Teach



- How am I implicated in the system of schooling?
- What are the challenges of teaching for equity and justice within schools as systems?
- How do I maintain an equity-oriented stance when working in schools and communities with established curricula and norms that might not reflect this stance?
- Who are my accomplices in teaching for equity and justice in schools?

Culture and Diversity

Students as Individuals and in Communities

- How do I learn about and uplift students' histories and communities?
- How do I participate in humanizing relationships with individual students given my power, privilege, and positioning?
- How do I choose content and implement pedagogical practices that honor students' identities and experiences?
- How do I choose content and implement pedagogical practices that reveal, name, and disrupt white supremacy, whiteness, anti-blackness, and other oppressions?

Stories and (Counter)storytelling

- What is my story and how does it exist alongside the stories of others?
- How do I choose content and pedagogical practices that support students in questioning what counts as normal and different and that challenge dominant narratives?
- How do I invite students to share their stories and witness those shared by others? How do I value and love students and their stories?
- How do I build curricula with students in response to their stories?

Agency and Change

- How do I work to actively disrupt systemic racism and oppression in my school and community and in myself? How do I notice, celebrate, and support the development of an activist stance in my students?
- How do I critically reflect on my beliefs and actions and negotiate circumstances when they come into conflict with colleagues and/or administrators? How do I invite critical conversations that center young people and advance equity and justice?



- How do I identify when I need support and allow myself to be vulnerable in asking for help? How do I engage in self-care that helps me navigate the real tensions that exist in schooling and teaching?
- How can I be a change agent in my local, state, and national professional communities? How might I work with others in these networks to enact change?