

## Getting Started

An important aspect of teaching is self-reflection. The H.U.S.H Framework supports implementing lessons, content, and student-centered learning, this self-reflection guide asks (you) as the educator to engage in deep self-reflection. Unlearning bias we may consciously or unconsciously hold helps to make certain that we are approaching our work as an educator from a position of continuous growth and lifelong learning.

## The HUSH Framework

Inspired by research, the action-oriented framework enables teachers to create inclusive classroom lessons and experiences. The framework is anchored to these core concepts: recognizing marginalized histories, unlearning and reflection, surfacing stories and healing through connection and relationships.

# H

### Histories

Understands all histories are valuable and worth being illuminated. Works to ensure that unearthed and unheard histories are shared.

# U

### Unlearning

Unlearning tendencies that do not create equitable and inclusive learning opportunities for all students. Works to ensure that self-reflection and learning is ongoing in order to cultivate best opportunities for students and education.

# S

### Stories

Understands that stories are bridges to understanding and connecting with others. Works to ensure that stories are celebrated and shared, and that a safe space exists where these stories can emerge.

# H

### Healing

Understands that racial inequities and injustices result in trauma and grief that requires healing. Works to create an environment that is responsive in facilitating healing and positive relationships.

## H

### HISTORIES

Understands all histories are valuable and worth being illuminated. Works to ensure that unearthed and unheard histories are shared.

1. What does inclusive history mean and look like to you?
2. In what ways do you use stories and histories to build connections and relationships?
3. Describe what embracing the history of others looks like?
4. How would you model inclusive teaching for others?
5. Describe how you share, honor, and validate the identities and cultures of everyone?
6. What does it look like in your classroom when you embrace and teach about stories and perspectives of marginalized communities?
7. What elements are necessary for a genuine understanding of silenced or unheard histories?
8. How do you expand your perspective of history and your societal/worldview? In what ways are you willing to challenge your own beliefs and current knowledge about history? What do you do to learn histories that you have not yet learned to date?

## U

### UNLEARNING

Unlearning tendencies that do not create equitable and inclusive learning opportunities for all students. Works to ensure that self-reflection and learning is ongoing in order to cultivate best opportunities for students and education.

1. What do you need to unlearn in order to best serve marginalized students/all students?
2. What resources do you consistently utilize when planning learning for your classroom? Are those resources dedicated and committed to inclusive outcomes for students?
3. Do you work to center and empower marginalized voices? What does that look like?
4. What resources can you access to continue your personal growth regarding equity and inclusion?
5. What aspects of unlearning might your students need help with because of messages they have received from the media/society/systems?
6. How can you be empathetic and avoid saviorism?
7. What is the most important lesson you've learned thus far in your journey as an educator? How can you consistently remind yourself of that lesson?
8. What will you do in your classrooms to create moments of unlearning for your students? How can you model unlearning?

## S

### STORIES

Understands that stories are bridges to understanding and connecting with others. Works to ensure that stories are celebrated and shared, and that a safe space exists where these stories can emerge.

1. Do monuments and images of stories exist in your learning spaces. Describe one.
2. What resources do you need to equitably elevate the stories that have not yet been heard?
3. Whose stories do you most often listen to? Whose stories have you overlooked?
4. How can you incorporate stories into learning activities? What do others have to gain from stories?
5. What visuals can you utilize to foster stories and histories? Choose one that you will incorporate into your space.
6. How do visual elements connect learners to content/stories/Black intellectual traditions? These questions may require some research on your part.
7. How can using materials, texts, and visuals that positively represent diverse identities, also help develop the self-identity of yourself and your students?
8. What are the benefits of bearing witness to someone's story and perspective taking?

## H

### HEALING

Understands that racial inequities and injustices result in trauma and grief that requires healing. Works to create an environment that is responsive in facilitating healing and positive relationships.

1. What does it look like when a community forgives someone? What might you need to be forgiven for? How can you teach others to lead with an open heart?
2. What will need to change in your classroom/spaces/communities for Black and Brown students to feel as safe and supported as everyone else?
3. If we looked at our shared past and did the work to repair, what would it look like to get there?
4. What does empathy look like for your students? For yourself?
5. In what ways can you use education to move systems and society towards healing?
6. How can the lived experiences of others help us better understand
7. How do you model healing for your students? What do you do to facilitate it in your learning spaces?
8. Describe what is needed for you to challenge harmful policies, behaviors, and practices. What actions from you create a more equitable educational system?