

# HOMOPHOBIA AND TRANSPHOBIA EXIST.

These forms of oppression can be enacted, even unintentionally, by English language arts teachers through their instruction, curriculum, and classroom policies at all grade levels. LGBTQ+-affirming teachers consciously work to create a welcoming learning environment for all students. Thus, as members of the National Council of Teachers of English, we recognize that teachers work toward this environment when they

**ACKNOWLEDGE** that coming out is a continual process, and support students and colleagues as they explore and affirm their identities as lesbian, gay, bisexual, pansexual, asexual, queer, transgender, nonbinary, and other gender and sexual minority identities (LGBTQ+).

**RECOGNIZE** that LGBTQ+ people exist in all communities and have intersectional identities. Racism, xenophobia, classism, ableism, sexism, and other forms of oppression impact LGBTQ+ communities.

**CULTIVATE** classroom materials and libraries that reflect the racial, ethnic, economic, ability, geographic, religious, and linguistic diversity within LGBTQ+ communities.

**INCLUDE** reading and writing opportunities that reflect the experiences of LGBTQ+ communities, including literary works, informational articles, and multimedia texts.

**SEEK** learning opportunities, both professional and informal, to develop their understanding of LGBTQ+ topics in education.

**CHALLENGE** practices and policies that censor, deny, or dehumanize LGBTQ+ students, educators, families, and communities.

**AVOID** dividing students into “boys” and “girls” and avoid other activities and language that treat gender as binary and assume everyone identifies with a gender.

**ADVOCATE** for the creation and support of LGBTQ+-affirming spaces in their schools. These spaces might include a Genders and Sexualities Equality Alliance, Gay-Straight/Queer-Straight Alliance, or Gender-Expansive Youth Club.

**HONOR** the experiences, stories, and accomplishments of LGBTQ+ people year-round, and beyond their coming out stories.

## This statement grows from the following NCTE Resolutions and Position Statements:

*Resolution on Strengthening Teacher Knowledge of Lesbian, Gay, Bisexual, and Transgender (LGBT) Issues.* Retrieved from <https://www2.ncte.org/statement/teacherknowledgeigbt/>

*Resolution on Social Justice in Literacy Education.* Retrieved from <https://www2.ncte.org/statement/socialjustice/>

*Diverse Gender Expression and Gender Non-Conformity Curriculum in English Grades 7-12.* Retrieved from <https://www2.ncte.org/statement/gender-curriculum-7-12/>

*Resolution on the Need for Diverse Children's and Young Adult Books.* Retrieved from <https://www2.ncte.org/statement/diverse-books/>

*Statement on Classroom Libraries.* Retrieved from <https://www2.ncte.org/statement/classroom-libraries/>

*Statement on Gender and Language.* Retrieved from <https://www2.ncte.org/statement/genderfairuseoflang/>



Assembled by the LGBTQ Advisory Committee and the Genders and Sexualities Equality Alliance (GSEA). Modeled after the “What Anti-Racist Language Teachers Do” document prepared by the Action Working Group of the Standing Committee Against Racism and Bias in the Teaching of English.