

RACISM EXISTS.

RACISM CAN BE ENACTED THROUGH THE INSTRUCTIONAL CHOICES OF ENGLISH LANGUAGE ARTS TEACHERS. ANTI-RACIST LANGUAGE TEACHERS CONSCIOUSLY WORK TO CREATE SAFE LEARNING ENVIRONMENTS FOR ALL STUDENTS. THUS, AS MEMBERS OF THE NATIONAL COUNCIL OF TEACHERS OF ENGLISH, WE RECOGNIZE THAT TEACHERS WORK TOWARD THIS ENVIRONMENT WHEN THEY:

OPPOSE English-only policies because censorship deprives linguistically, ethnically, and culturally diverse students of their voices.

RECOGNIZE the importance of adequate materials in students' first language(s).

SEEK training in English language diversity.

WORK against implicit bias against students of color.

AFFIRM students of color, multiple Englishes, multicultural practices, and identity expression.

INCLUDE culturally and ethnically relevant and sustaining materials belonging in all learning spaces.

CELEBRATE and respect the power of communities of color reading in their heritage language and in their own customs.

ADOPT teaching stances that are anthropologically and ethnographically informed.

BASED ON THE FOLLOWING NCTE POSITION STATEMENTS:

Conference on English Education (2008). Supporting Linguistically and Culturally Diverse Learners in English Education.

Retrieved from <http://www.ncte.org/cee/positions/diverselearnersinee>

Conference on College Composition and Communication (2016). CCCC Statement on Ebonics.

Retrieved from <http://www.ncte.org/cccc/resources/positions/ebonics>

National Council of Teachers of English (1992). Guideline on Teaching Storytelling.

Retrieved from <http://www.ncte.org/positions/statements/teachingstorytelling>

National Council of Teachers of English (2008). Resolution on English-Only Instructional Policies.

Retrieved from <http://www.ncte.org/positions/statements/englishonlypolicies>



RACISM CAN BE ENACTED THROUGH ENGLISH LANGUAGE ARTS CURRICULA. ANTI-RACIST ELA CURRICULA MUST CELEBRATE AND SUSTAIN DIVERSITY AS PART OF EDUCATIONAL JUSTICE IN A CHANGING WORLD. THESE CURRICULA MUST DISMANTLE SYSTEMS OF OPPRESSION THROUGH THE MEANS AND THE MATERIALS THAT ARE ENACTED BY EDUCATORS AND LEADERS. THUS, AS MEMBERS OF THE NATIONAL COUNCIL OF TEACHERS OF ENGLISH, WE RECOGNIZE THAT ANTI-RACIST CURRICULA PROVIDE STUDENTS WITH:

TEXTS that reflect each student's ethnic background and history as a way to address institutional and interpersonal racism.

AN ENVIRONMENT where silence about racism is recognized as a form of complicity.

LESSONS that empower students and honor their multiple Englishes as well as their home and cultural spaces.

LESSONS that teach mainstream power codes and discourses that lead students to become critical users of diverse language conventions.

LESSONS that incorporate, examine, and critique popular culture and the evolution of language with students.

THE CHOICE of culturally and ethnically relevant texts.

OPPORTUNITIES to cite, explore, and welcome marginalized voices of color in their communities.

TIME AND SPACE to investigate cultural and ethnic privileges and marginalizations as enacted in course texts.

CONTENT texts that include children's literature and young adult books that reflect the culturally diverse lives and experiences all students.

COURSE teaching stances that are anthropologically and ethnographically informed.

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