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:**


Assembled by the Action Working Group of the Standing Committee Against Racism and Bias in the Teaching of English.
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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