

# 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:

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**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.

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## 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>

