

The members of the NCTE Elementary Section Steering Committee and Early Childhood Assembly denounce racism, hate, and white supremacy, and express our solidarity and support of our Asian, Asian American, and Pacific Islander colleagues and community today and always. We demand justice for these communities and support the movement to [#StopAsianHate](#)

On March 16th, 2021, six Asian women were murdered as an act of hate and racism. These acts, fueled by white supremacist rhetoric and xenophobia, has surged throughout the COVID-19 pandemic. This past year, a report issued by the Center for the Study of Hate and Extremism at California State University, San Bernardino, found that hate crimes against Asian Americans in major U.S. cities have surged by nearly 150% in 2020.

This violence is not new for marginalized communities; attending Bible study in Charleston, SC, going to synagogue in Pittsburgh, PA, and now going to work in massage parlors in Atlanta, GA should never equate to not coming home. These acts of violence and hate are all rooted in white supremacy. Therefore, it is vital that we stand in solidarity. The revolution will be intersectional. And we need everyone to fight against white supremacy.

This call is specifically for educators in schools and teacher education programs recognizing that each one of us has a responsibility to do something; as we are teaching future generations and teachers of these generations. These children will grow up and will either perpetuate anti-Asian hate or disrupt it. As educators, it is imperative that we realize, silence is not the answer. We lean on the words of Archbishop Desmond Tutu that says, “If you are neutral in situations of injustices, you have chosen the side of the oppressor.”

Below we provide some questions and resources of reflections to help you in this journey of disrupting anti-Asian hate:

- How do you decenter whiteness in your curriculum every single day? ([Resource: Decentering Whiteness in my classroom](#))
- How do you honor the voices, experiences, languages, and stories of Asian/Asian American communities as a classroom norm? ([Resource: Humanizing Asian Americans in the Classroom Through Children’s Literature](#))
- How do you teach about the diversity, history, and contributions to the world’s knowledge from Asian, Asian American, and Pacific Islander communities? ([Resource: After Atlanta: Teaching about identity and history](#))
- Look at your picture books, library, and curriculum. Whose voices and stories are absent or merely token additions in your classroom library and instructional texts? ([Resource: The Best 9 Children’s Books to Combat Asian Racism with Tips to Raise Anti-Racists](#))

- In the wake of COVID-19, how are you teaching students to be critically conscious and act against Asian-American Hate? ([Resource: Young, Proud, Sung-Jee by Joyce Y. Lee and Emily Ku](#)) ([Resource: Addressing Anti-Asian Racism: A Resource for Educators](#))

As educators, we must work together, across identities/differences, to do the deep and necessary work of digging into ourselves - to unearth the biases, prejudices, and racism that we hold inside of us - to do what Dr. Yolanda Sealey Ruiz calls the archeology of self. This is a process of working through the internalized stories, ideas, and ideologies that we carry with us through our schooling and the other spaces of our lives. Moving inside out and back again, we can do the work of dismantling racism and white supremacy in our world, our schools, and our teaching.

We close with the words of Grace Lee Boggs, “You cannot change any society unless you take responsibility for it, unless you see yourself as belonging to it and responsible for changing it.”