



Empathic Editor: The Need to Amplify Others

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Empathetic Educators: Interdisciplinary Narratives was created in response to amplify others. It is a peer-reviewed journal that publishes original research studies, conceptual articles, essays, letters, poetry, photographs and/or other artwork to share with all school professionals, families, and students in various K-12 and higher educational settings. *Empathetic Educators* is unique in that it gives voice to students, families, and educational professionals. This online journal utilizes various modalities to share content to reach all learning styles and preferences. *Empathetic Educators* provides opportunities to share research and narratives that value diversity, amplify others, and promotes anti-oppression actions. A place where we focus our attention on building up relationships, not just through our perspective, but through the students' perspective. In turn, we will be better able to increase emotional well-being and academic/professional success for all.

Empathetic Educators seeks to amplify others. Everyone is an educator. Being an empathetic educator is the ability to consider the feelings and experiences of others, while also magnifying their voices in settings that might marginalize them.

This first volume call for papers occurred prior to both Covid-19 and the murders of George Floyd, Breonna Taylor, and other people of color. As we received submissions, we noticed how many people spoke to the inequities within educational settings that were also reflective of injustices within their social environment.

As discussions are shared around the negative impacts of Covid-19 and inequities based upon race, socioeconomic status, and other forms of oppression, authors also offer ways that they have coped and sustained themselves and students through the multiple pressures in society. While hope, strengthening relationships, and compassion for oneself are not antidotes to the current strife, they are first steps.

Empathetic Educators focuses on amplifying others. It strives to eliminate bystanders by moving people towards education, empathy, and action. Looking back in your own life, who amplified your voice?

As you consider those you identified as amplifiers, how might oppression in American Society fall prey to bystanders who observe but do not take action. Bystanders are oppression's accomplices.

In the next issue, we will seek submissions that speak to oppression that occur in education settings (on student, family, and school professional levels), how you use power in interpersonal settings, how do you participate in the oppression of others, how do you participate in your own oppression, the experience of being a bystander, and how to eliminate bystanders.

We acknowledge those that made our first publication possible during these unprecedented times. Many have experienced loss of work, illness, loss of family, social isolation, and oppression during these times, yet, came together to volunteer to be a part of this new endeavor to amplify others.

A special thank you to our guest co-editor, Dr. Jemel P. Aguilar. His countless hours spending time reading and providing feedback to the submissions and reviews is greatly appreciated.

Additionally, a great thank you to our authors and reviewers. In this first issue, we received a larger response than anticipated. The dedication and commitment everyone showed was impressive. We could not have done this without each of you.

Please consider making a donation to *Empathetic Educators*.

All donations are generous, a person's \$25 dollars is another person's \$125. We equally appreciate all donations. Thank You.

*Issue Dedication: Ilio Fuscillo (11/21/37-11/25/20)
Per te Papà, un abbraccio forte...fortissimo.*